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ABSTRACT

This document is part of a series of guides for teachers in which the Division of Bilingual Education of the New York City Board of Education presents a learner-centered model in which the learner sees himself or herself in the story. Learners are able to relive their own experiences or those of their parents or grandparents as they left their own countries and migrated to the United States. Each guide contains two versions of the same story, a shorter version with illustrations and a longer version with few or no illustrations. The story in this guide is that of Jennifer, who comes to New York City from a village in southern China. Her story spans her departure from China to her eventual graduation from college in the United States. The model begins with reading the story aloud. From the story learners will connect many of the experiences to the different disciplines, including language arts, mathematics, and social studies. The guide contains many suggested activities using cooperative learning, hands-on experiences, and various types of group and individual work. The first appendix discusses authentic assessment, including portfolio assessment, and the second explores parent involvement. A third appendix suggests activities arranged by subject area, and a fourth appendix is a suggested field trip activity. (SLD)

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JOURNEY TO A NEW LIFE

A Chinese Immigration Story

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A Learner-Centered Model
Guide for Teachers

Board of Education of the City of New York

UD032130

JOURNEY TO A NEW LIFE

A Chinese Immigration Story

A LEARNER-CENTERED MODEL

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PREFACE

Several reports on the state of our schools made it imperative to look into school reform that would allow the diverse populations of students we serve to learn and to succeed in our public schools. The restructuring efforts have taken many forms; and they have entailed paradigm shifts or changes in our mindsets. The learner-centered model we are presenting takes into account the latest in pedagogy and research on effective schools and on how students best learn.

This publication represents part of our effort to offer our diverse student population opportunities for a quality and equitable education.

Lillian Hernandez

Lillian Hernandez, Ed. D.
Executive Director.
Division of Bilingual Education

ACKNOWLEDGEMENTS

Journey to a New Life: A Chinese Immigration Story (A Learner-Centered Model for Teachers), is a publication of the Division Of Bilingual Education, Lillian Hernandez, Ed. D., Executive Director.

Noemí Carrera Herendeen, Director, Office of Bilingual Curriculum and Instructional Services, was a principal writer and editor, and supervised the overall preparation of this guide for educators.

Other writers who made major contributions were Alaire Mitchell and Carmen Dinos, to whom we offer our heartfelt gratitude.

This publication and others in the Learner-Centered Model series had many other contributors. There were many periods of brainstorming, discussion and researching in order for the series to be accomplished. Among the educators who were special contributors during this period were Nivia Vilá Alvarez and Hilda Medina. Their ideas and encouragement were always appreciated.

Other educators who reviewed the material and gave us valuable feedback were Anthony J. Armada, Carmen Gloria Burgos, Madeline Castañeda, Ching Fang Chen, Pedro J. Colón, Carmen Jiménez, Amy Lee, Wen-Min Yu, and Carl Viñas.

The translation of the guide into Chinese was done by Ching Fang Chen, Jennifer Fung, and Wen-Min Yu. We appreciate their effort.

The special artwork for the guide was done by Ana Soto, a renowned artist, who researched the Chinese reality and worked with Chinese educators and parents in order to depict the scenes in the story as historically and culturally accurate as possible. She also did the layout of the guide. We thank her for contributing her talent.

A group of parents have been true partners in this effort. We are grateful for the comments and recommendations to improve the guide given to us by the following parents: Chun Wang Cheung, Xiao Dan Guan, Xiao Shen Guan, Huang Jsan Hua, and Huang Wan Hua.

A Chinese bilingual teacher from PS 130M in Community School District 2, Wen-Min Yu, deserves special thanks for using the short version of the story with her class. This served as a brief pilot-testing before the publication of this guide. We also thank the following children from her class, 3/4-406, for their written responses and comments on the story: Jun Ming Chen, Yan Tao Chen, Wei Ling Chen, Fang Fang, Hong Guo, Kam Lan, Min Kai Li, Xiao Yu Liang, Lisa, Wan Li Ma, Chang Shi Mei, Shen Quan, Jain Ping Ruan, Jun Sen, Jia Yi Su, Ping Ping Su, Jiny Wen, Zhen Wu, Ta Vinh Xuong, Jian Ming Yu, Liu Zhen Yu, Xiang Zhen.

We appreciate the work done by Bessy Solis Rojas, who typed the manuscript in English and Pornpiwan Pengsangthong who typed the manuscript in Chinese. They graciously made the many changes that were necessary before the guide could be published.

Thank you to all for being a great team!

INTRODUCTION

In this learner-centered model, we at the Division of Billingual Education, are following the recommendations of current research, which places the learner as the central figure in the teaching-learning process. We have expanded this vision by placing the learner at the core of curriculum development, using a thematic and interdisciplinary approach. A theme is explored for the diversity of background experiences and the commonalities of the learners. This exploration, in turn, should lead to literate classrooms and students, educators and parents as authors. By means of various activities such as reading aloud, storytelling, drama and others, we intend to motivate and empower students to become lifelong readers, writers and learners.

Since curriculum, instruction and professional development are interconnected, a learner-centered environment requires that educators and parents become facilitators who actively spark the desire to learn and who also accept their own role as learners. As a consequence, both student, teacher and parent also play roles as researchers.

A major goal of the learner-centered model is to build a community of learners where students, teachers, parents and the rest of the school community find in the school a climate that is conducive to learning. The theories and philosophies on which this model is mainly based are those of Paulo Freire and other well-known transformative educators and researchers such as Jim Cummins, Sonia Nieto, James Banks and Alma Flor Ada, among others.

All human beings have a capacity to learn, to think critically, and to act to bring about social change. Within the rich cultural environment that learners in our city are immersed, all learners can begin to understand reality from multiple multicultural perspectives which, in turn, can be conducive to better human understanding and a better world.

The learner-centered model encourages approaches which have proved successful in effective schools, among which are: whole language, cooperative learning, thematic/interdisciplinary, holistic and experiential, hands-on approaches, taking into account a variety of learning styles, multiple intelligences, and using the writing process technique.

Our students and their parents bring with them rich experiences, whether they have had formal schooling or not. Learning that is connected to real life and which taps the resources they bring can empower them as learners. They also have a great deal to teach all of us - about their countries, their cultures, their own life experiences.

A second major goal of this learner-centered model is to encourage the entire school community to become authors of their own stories of migration/immigration and other experiences. These stories can become part of the collections of classroom and school libraries. They will contain the histories of children, teachers, parents and other significant others in the lives of our children, thereby, also contributing to the writing of history in New York and the United States.

We would welcome your sharing with us your experiences with the learner-centered model, as well as your writings.

Journey to a New Life: A Chinese Immigration Story (A Learner-Centered Model for Teachers) is part of a series of teacher guides in which the Division of Bilingual Education presents a learner-centered model where the learner sees himself or herself in the story. Learners are able to relive their own experiences when they left their own countries and migrated to the United States. In the case of those born in the United States, they can recall the experiences told to them by parents or grandparents of their own migration experiences.

We have chosen the theme of migration/immigration because of the commonalities of experiences as well as the differences. Each guide contains two versions of the same story: a shorter version with illustrations, and a longer version with few or no illustrations. It is up to the teacher to decide which version would better serve his/her population. You will find that adults enjoy listening to the stories as much as the children.

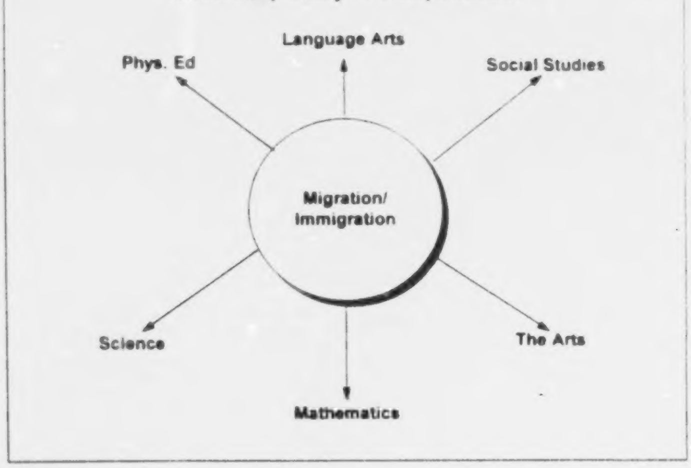
The model begins with the reading aloud of the story. This is meant to reach the listener both cognitively and affectively. A listener does not have to be concerned with the vocabulary or with his/her ability to read. Since each of the stories engages the listener, a great deal of discussion ensues, which is what we hope for. Each story serves as a catalyst, as a spark that awakens interest in the learner to know more, to compare his/her experiences with others, to share his/her knowledge with the teacher and his/her peers.

From the story learners will connect many of the experiences to the different disciplines: language arts, mathematics, science, social studies, the arts, health and physical education and other subject areas.

The guides contain many suggested activities using cooperative learning, hands-on experiences, group and individual work, doing research in libraries, with parents, neighbors and community organizations, and so forth.

The thematic/interdisciplinary model we are using has been adapted from Heidi Hayes Jacob's model (Jacobs and Borland: 1986). They describe the Interdisciplinary Concept Model as "a systematic approach to the development of interdisciplinary units at all levels of instruction. The framework remains consistent regardless of the age of the students. You will recognize the historical roots of this approach from such concepts as the integrated curriculum, core curriculum, webbing strategies, and inquiry techniques" (Jacobs and Borland: 1986, p. 54)

Interdisciplinary Concept Model



In our exercises we have referred to Bloom's Taxonomy (1956) in order to offer students a variety of experiences, as well as involve them in higher order thinking. We have also taken from James A. Banks, Levels of Integration of Ethnic Content, in "Approaches to Multicultural Curriculum Reform" (James A. Banks: Multicultural Leader, Vol. 1, No.2, Spring 1988) in our hopes that we can reach the highest level, The Decision-Making and Social Action Approach, thus enabling students "to view concepts, issues, themes, and problems from several ethnic perspectives and points of view," as well as requiring students "to make decisions and to take actions related to the concept, issue, or problem they have studied in the unit" (p. 2).

We have also tried to learn from industry in looking at educational reform. We have kept in mind the principles of Total Quality Management (TQM) which "emphasizes the advantages of teamwork, of investing in ongoing training for all employees to increase their value to the company, of an insistence that research and employee-gathered data guide and inform every decision and every improvement effort" ("Transforming Schools Through Total Quality Education," Phi Delta Kappan, January 1993). The TQM principles are: maintain constancy of purpose, know and address the customers, plan for quality, monitor progress toward outcomes, and provide staff development.

Since authentic learning requires authentic assessment, we have explored this topic in Appendix A, along with samples of portfolio and other types of authentic assessment. We also offer tips on how to involve parents/caregivers and keep them informed of their youngsters' progress.

We hope our publications will encourage the building of a community of learners in every school.

Noemí Carrera Herendeen

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Teaching Activities for the Illustrated Story

Teaching Activities for the Illustrated Story

Overview

These suggested activities are based on a picture book story of Jennifer, who comes to New York City from the village of Enping in southern China. Jennifer's story spans from her departure from Enping to her arrival in the United States and her eventual graduation from college.

It is very important that you allow the responses of the children to dictate how the story is used. For example, in Pre-K the children may want to talk about only one picture and listen to the teacher tell that part of the story. Older children may want to listen to a reading of the whole story. Not all classes will respond in the same way. Use the story in ways that interest the children.

Objectives

Students will be able to:

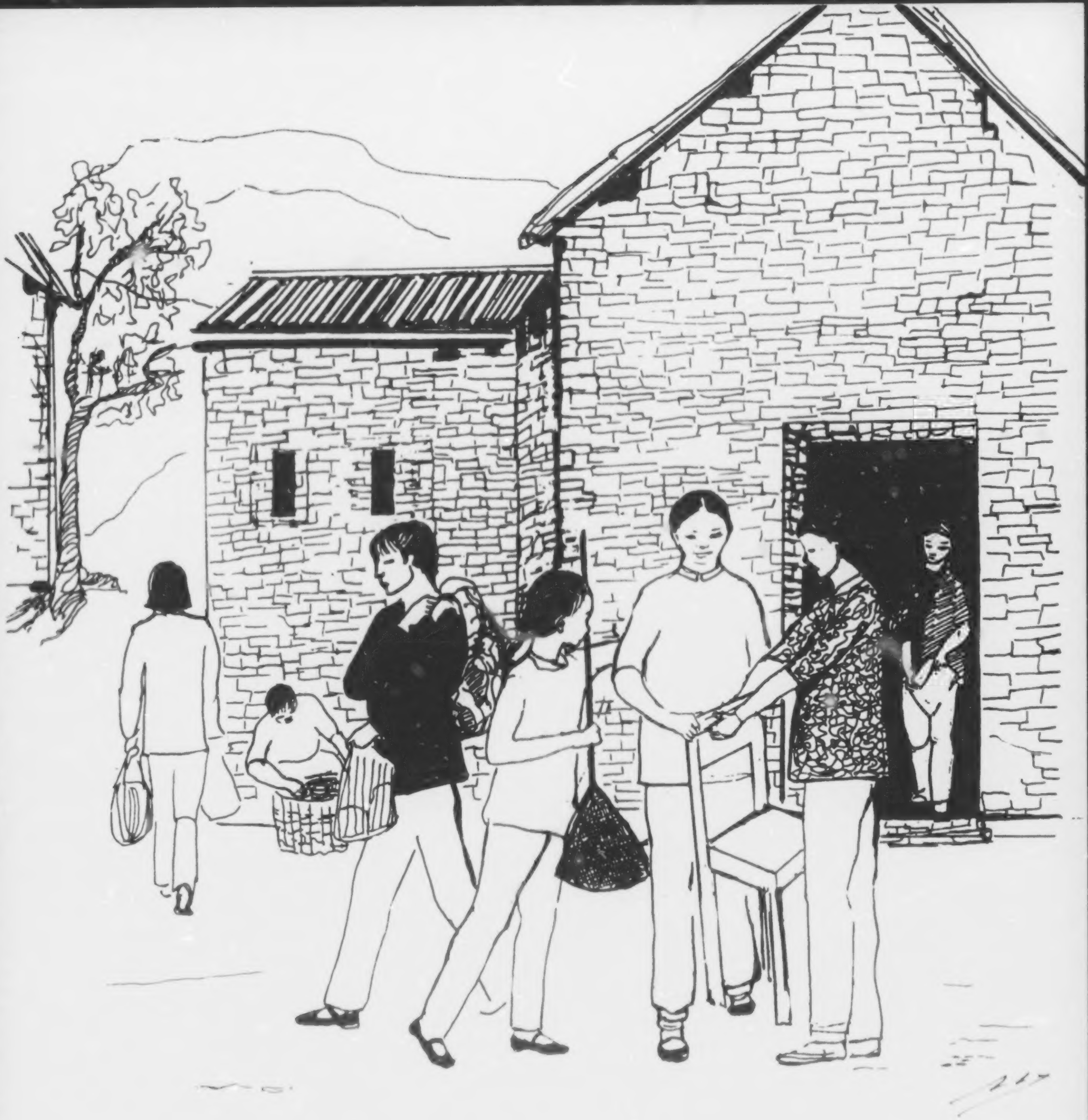
- listen to a story for enjoyment.
- talk about their own experiences.
- appreciate cultural traditions.

Suggested Activities

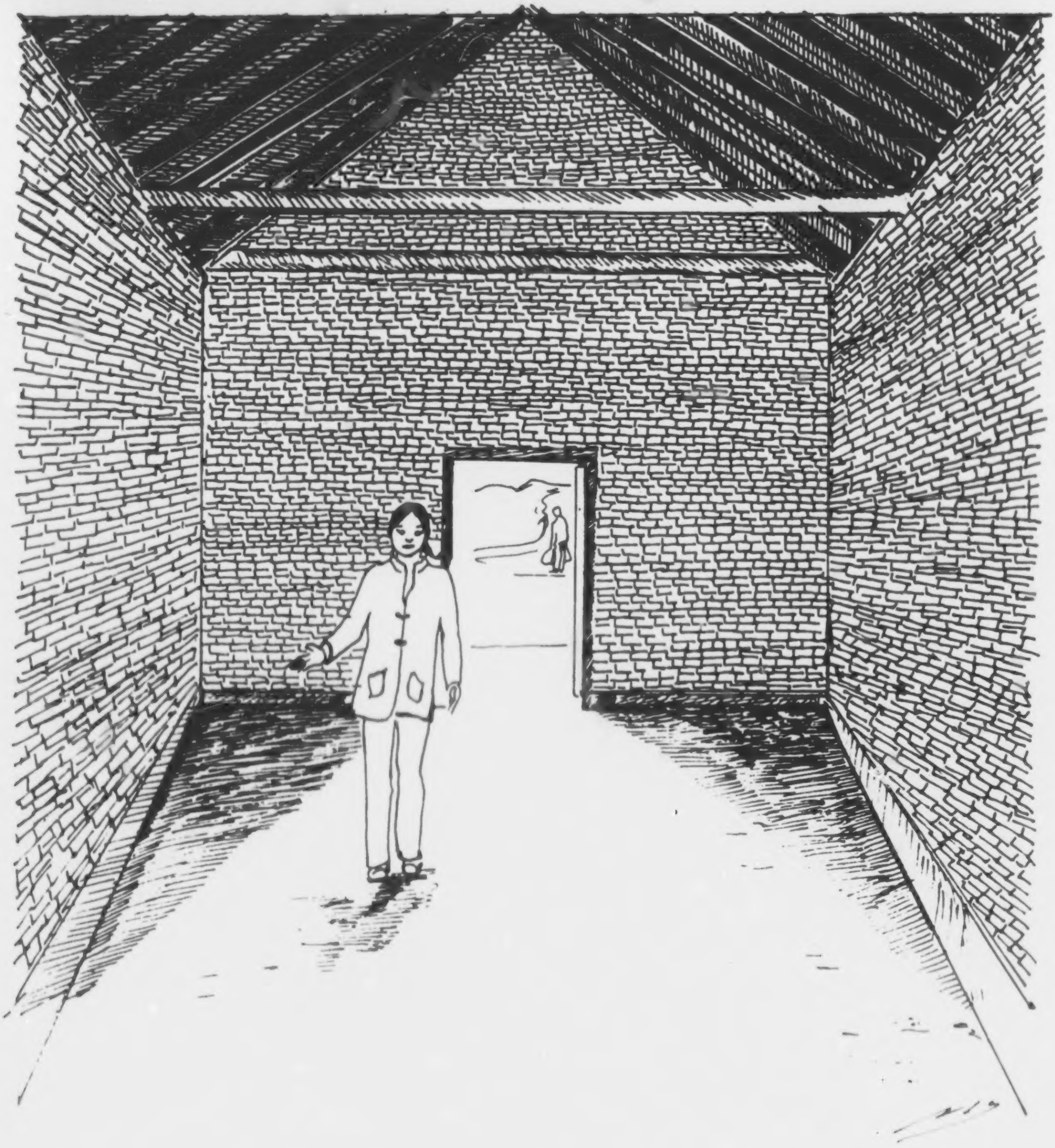
- Hold up the first picture and explore what the children see. Depending on the level of the class, tell or read that part of the story, continuing as long as interest is sustained. Encourage the children to ask questions. If the story does not present an answer for what they are asking, have them create their own answers.
- At various points in the story, ask the children to share their experiences and draw comparisons with Jennifer's story.
- Tie various teaching activities into the story. Help the children learn songs, poems, and games from the native countries of the children in the class; study, draw, and decorate maps of the native countries; and compare languages, food, and music. Invite parents to contribute in teaching the children about their cultures and in discussing the challenges of adjusting to a new culture.
- Have children draw pictures of their own stories and explain them to a partner or a small group. Then help the children write (or you can write for them) what the pictures show.
- Have the class make a class book of the their collected pictures or make individual books of their own stories.
- Bring in pictures for children to cut out and paste onto paper in making collages about their countries.
- Write the names of the children and the names of their first countries on small, hand-drawn paper flags (older children may want to make actual flags) and pin them on a large outline map of the world.
- Keep a record of the weather in New York City and in their native countries. You can help the children chart the differences in the temperature.
- Make a chart that shows how to say common phrases and greetings in the languages of the children. Have each child contribute a word or phrase and allow time to practice saying "good morning" and other phrases in the different languages.

Journey to a New Life

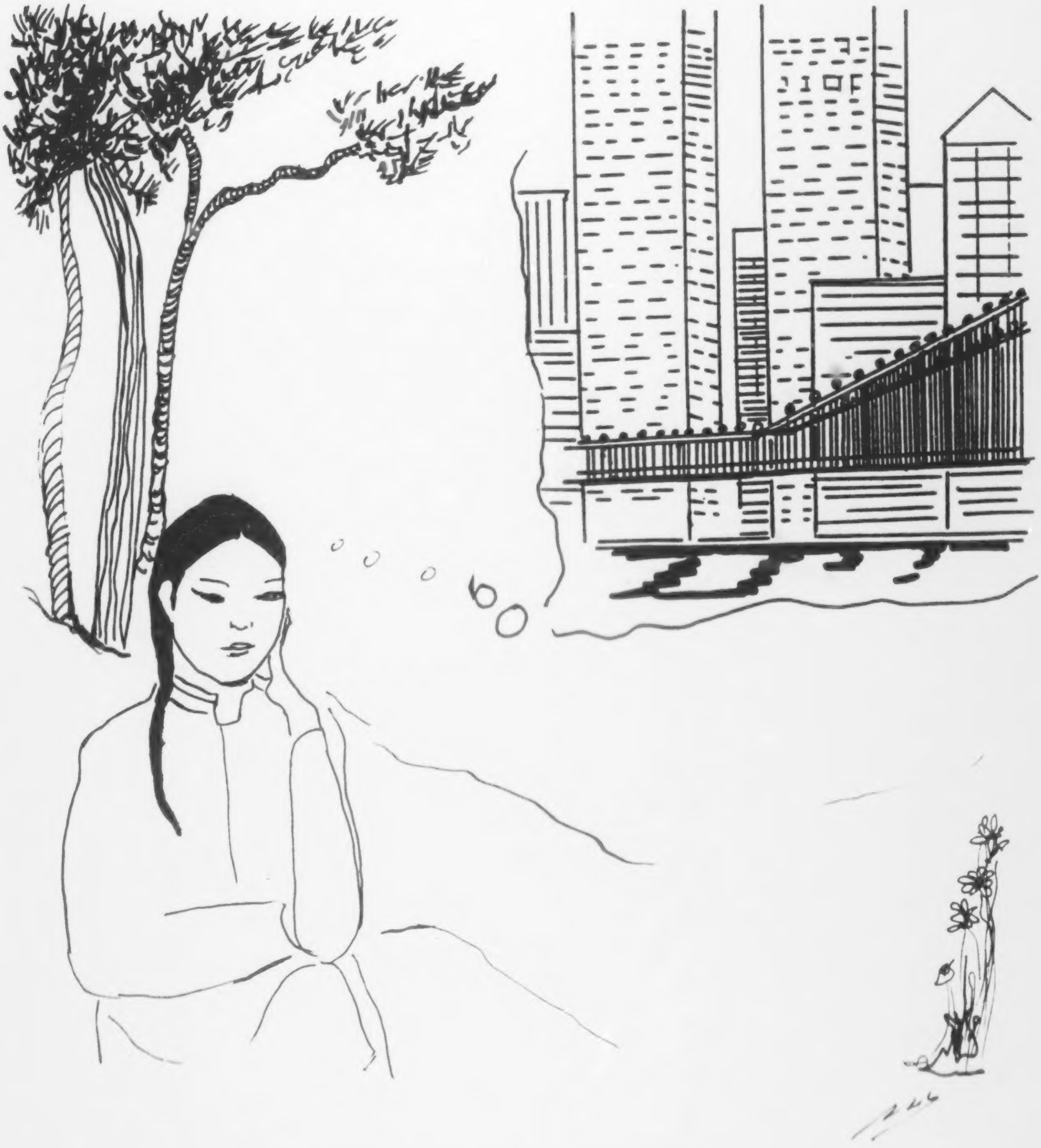
by Jennifer Fung
Edited by Noemí Carrera Herendeen
Illustrated by Ana Soto



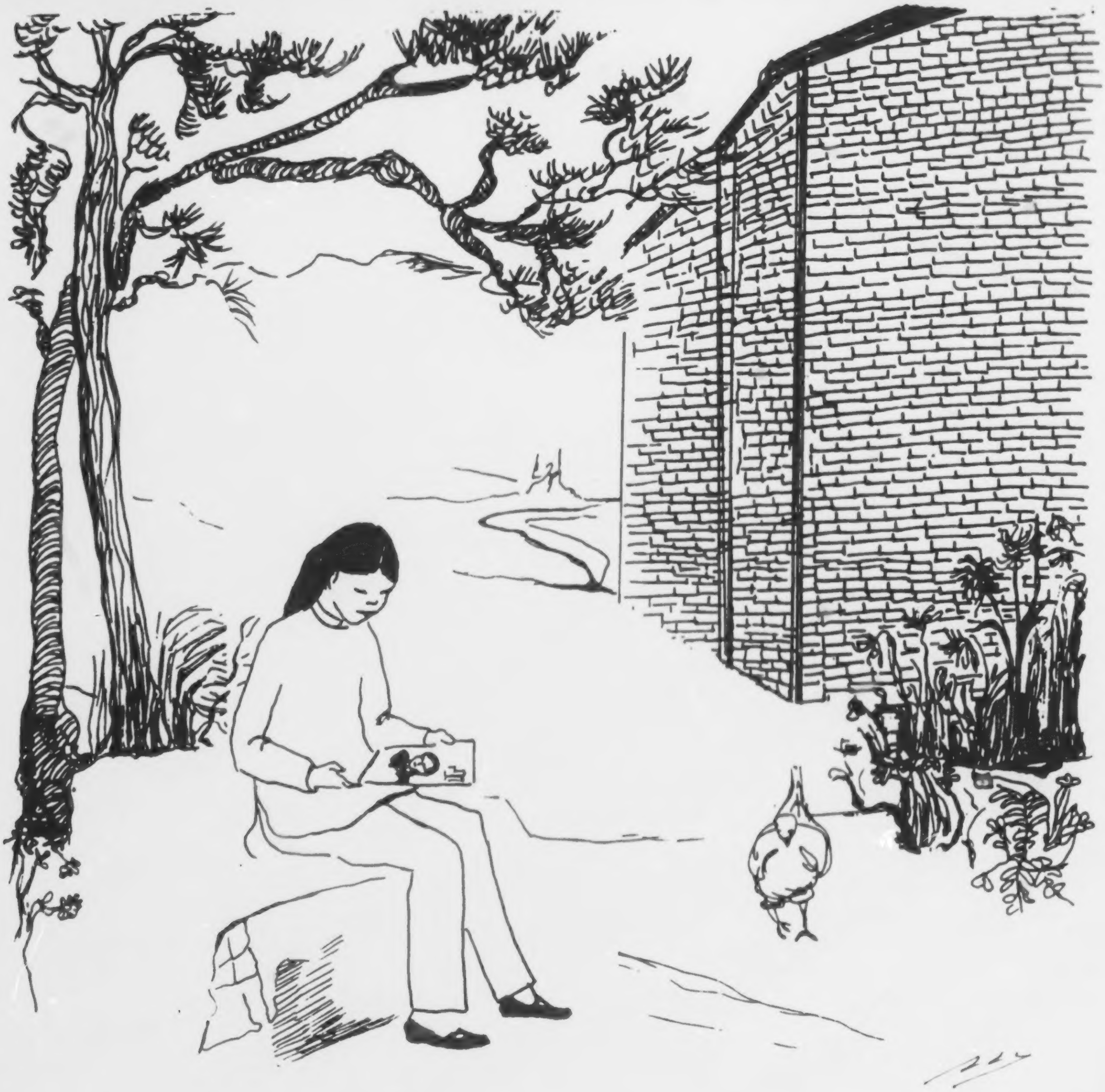
It got closer and closer to the day we were to leave for America. My mother started to give away most of the things in the house.



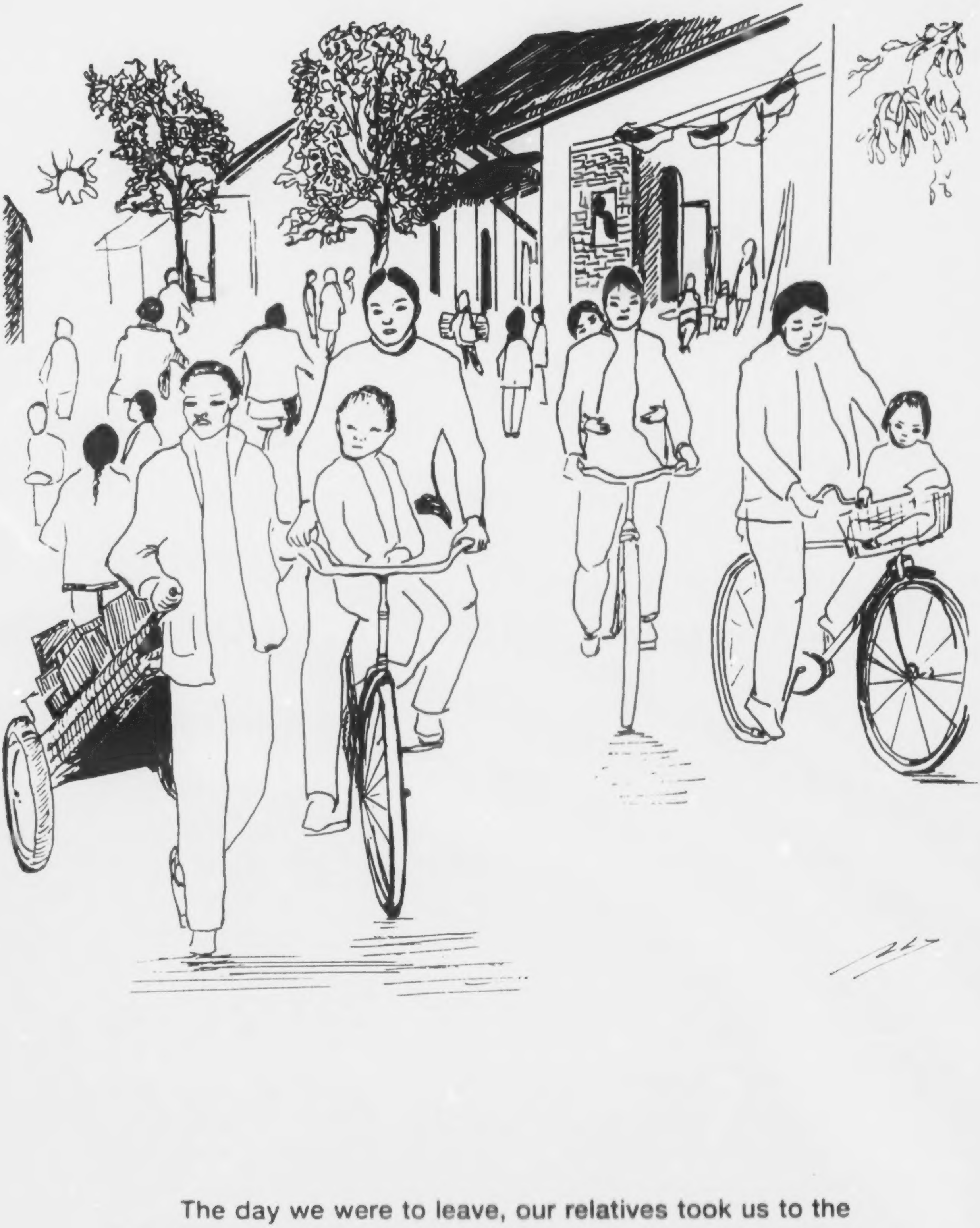
And now my house looked bigger than I had ever seen it before.



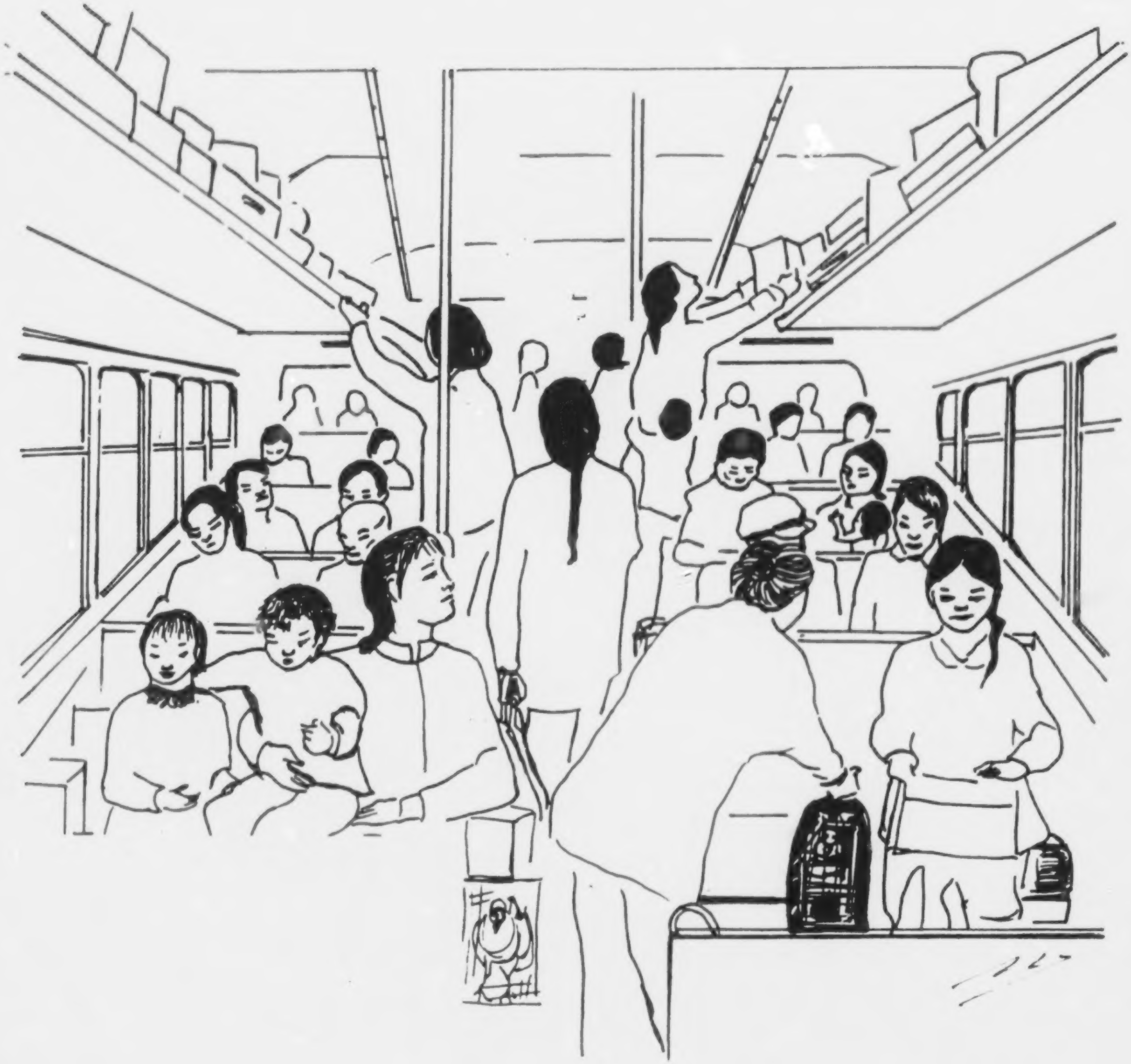
I was getting very excited. I was going to see a place with tall buildings, streets full of cars, and people from all over the world.



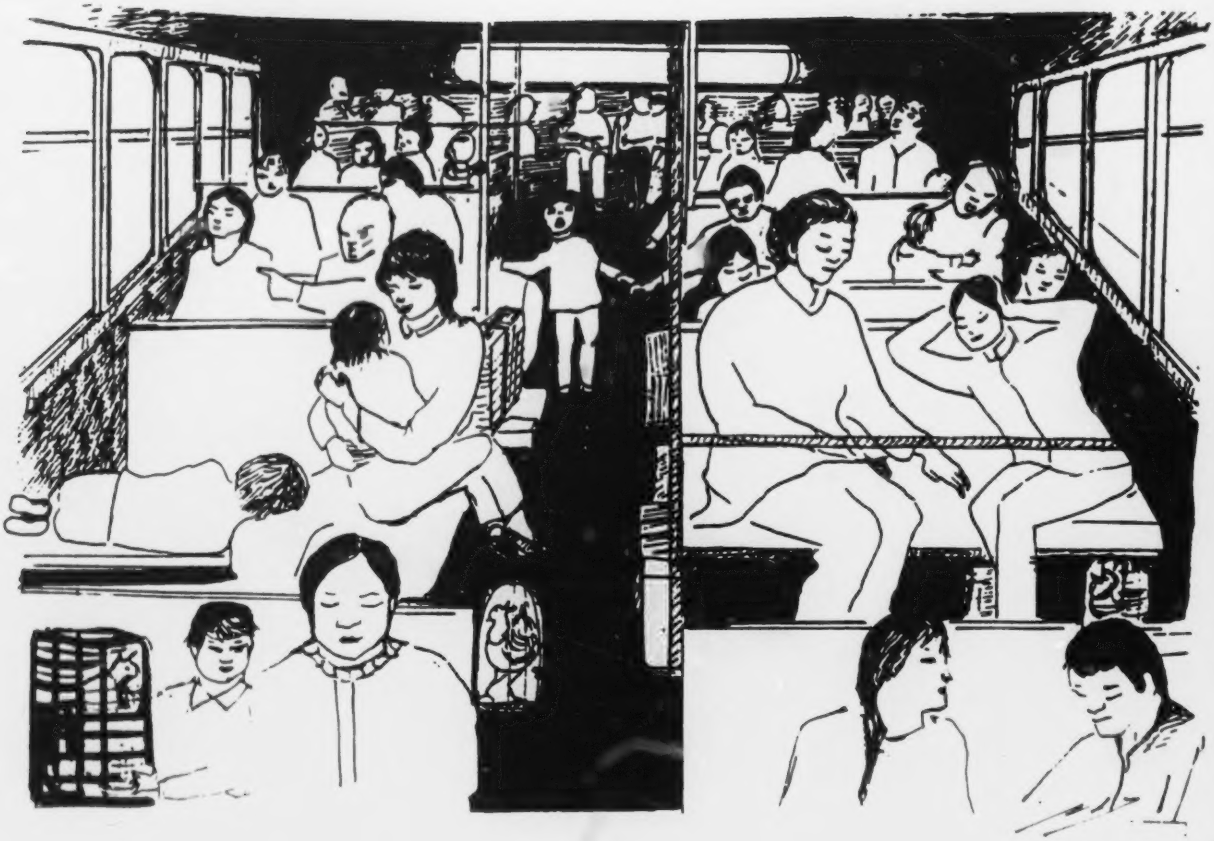
But more important to me, I was finally going to see my father again. I had not seen him since I was very little. My father had sent us pictures of him in America. I wanted to see if he looked the same as in the pictures.



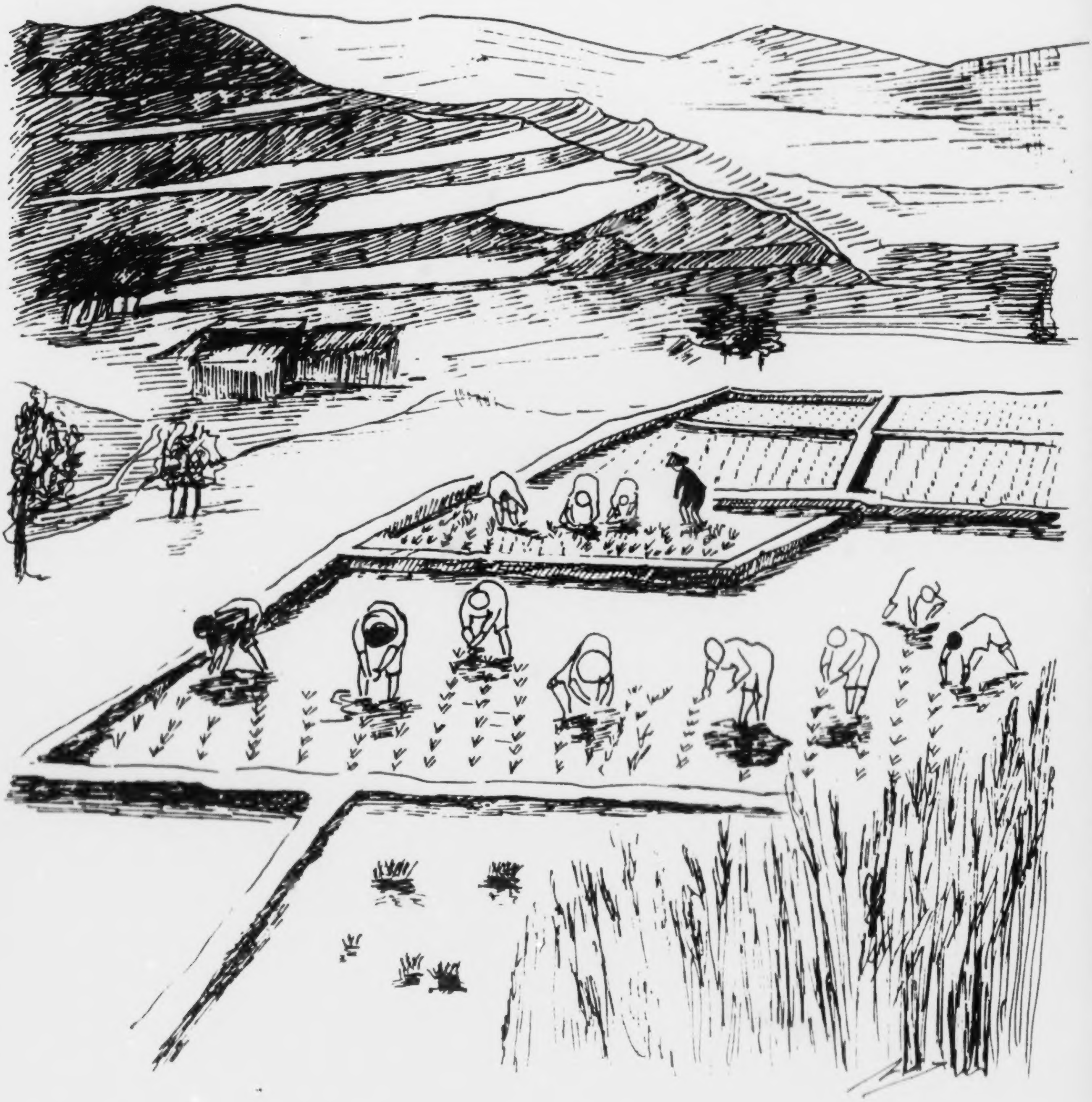
The day we were to leave, our relatives took us to the bus station. While we rode our bicycles, we watched the sun come up over our town of Enping.



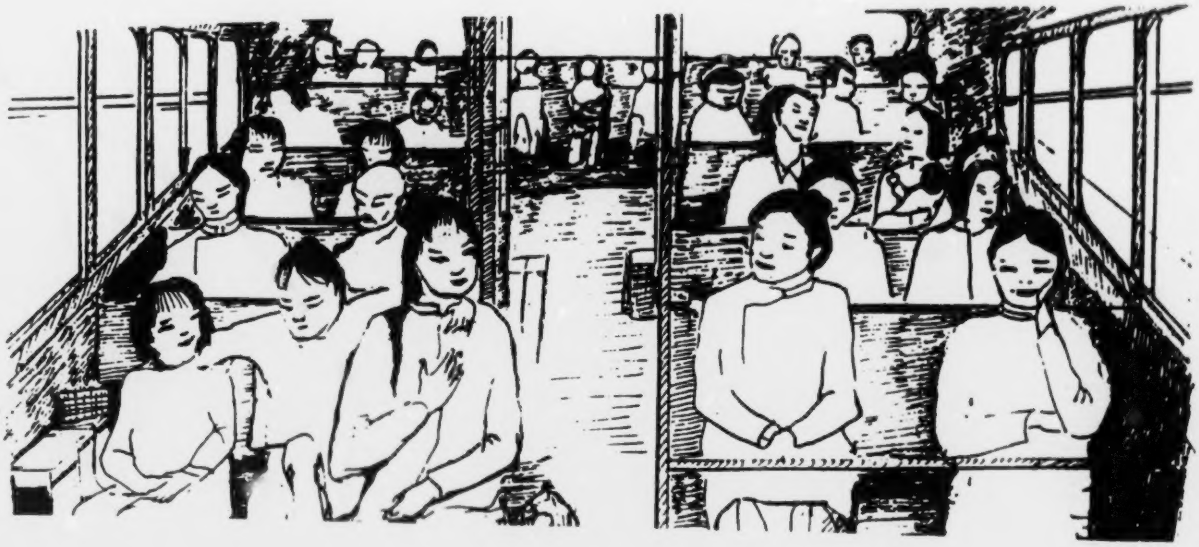
We got on the bus with our belongings and two live chickens. We were bringing them as presents to our relatives in Guangzhou. My grandmother also came with us on the bus, even though she was not going to America.



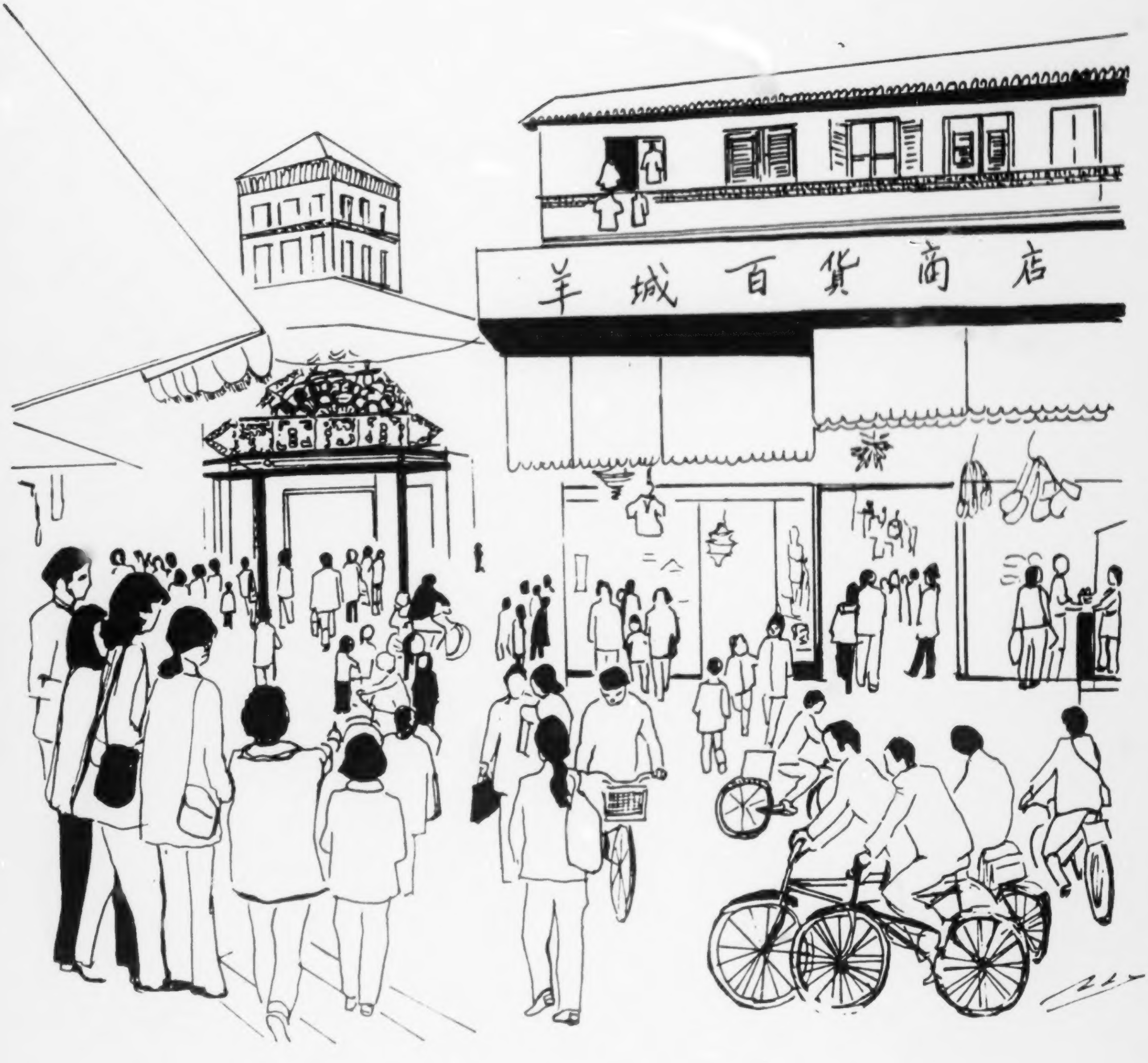
The bus ride to Guangzhou was very uncomfortable and not very peaceful. "Cock-a-doodle-doo, cock-a-doodle-doo," crowed the chickens again and again.



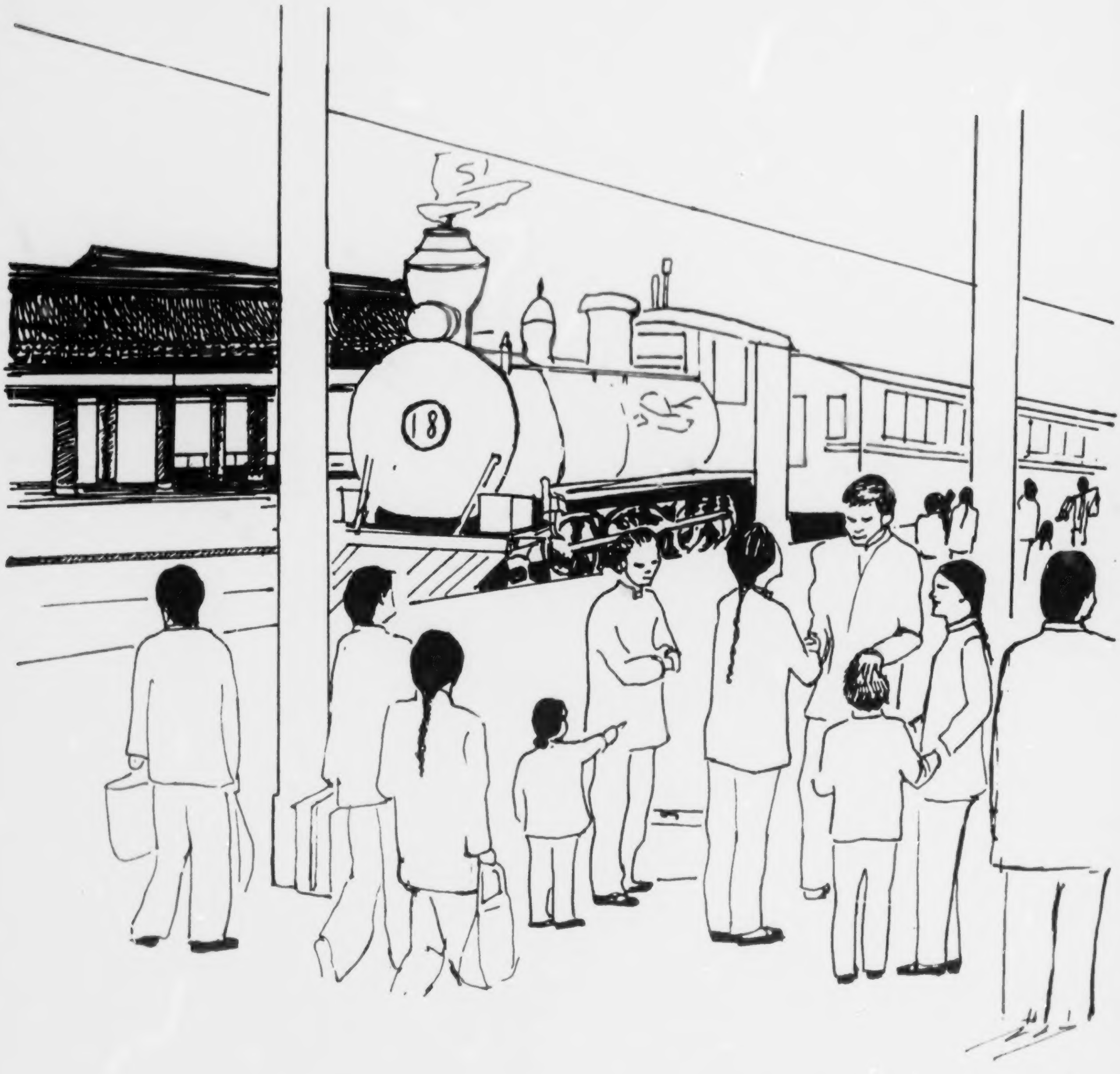
We passed by yellow rice fields. Little by little the new crop was being harvested. We also passed by villages.



"Cock-a-doodle-doo!" The chickens made noise all along the way. "I think they miss our home in the village," I said to my mother. She agreed with me.

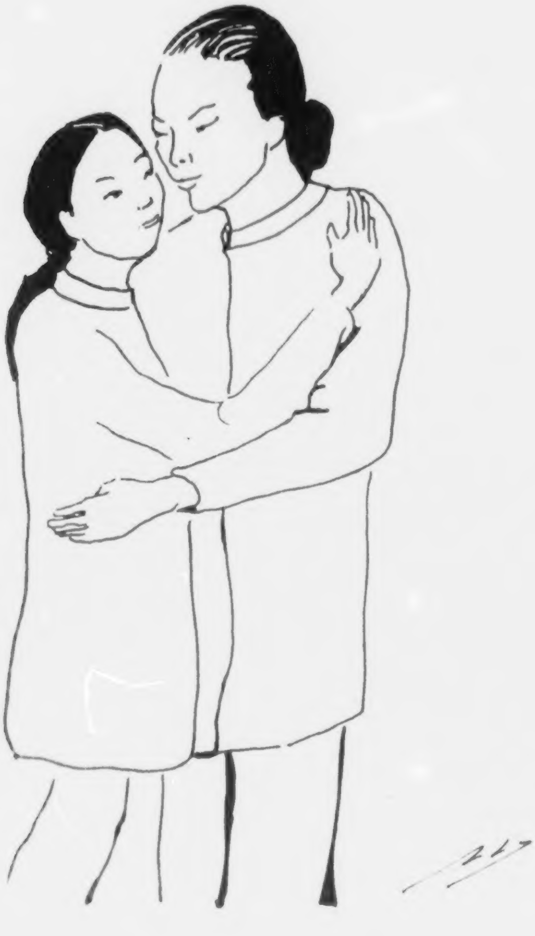


In Guangzhou we stayed with my uncle and aunt and cousins. We went shopping for things we would need in America.



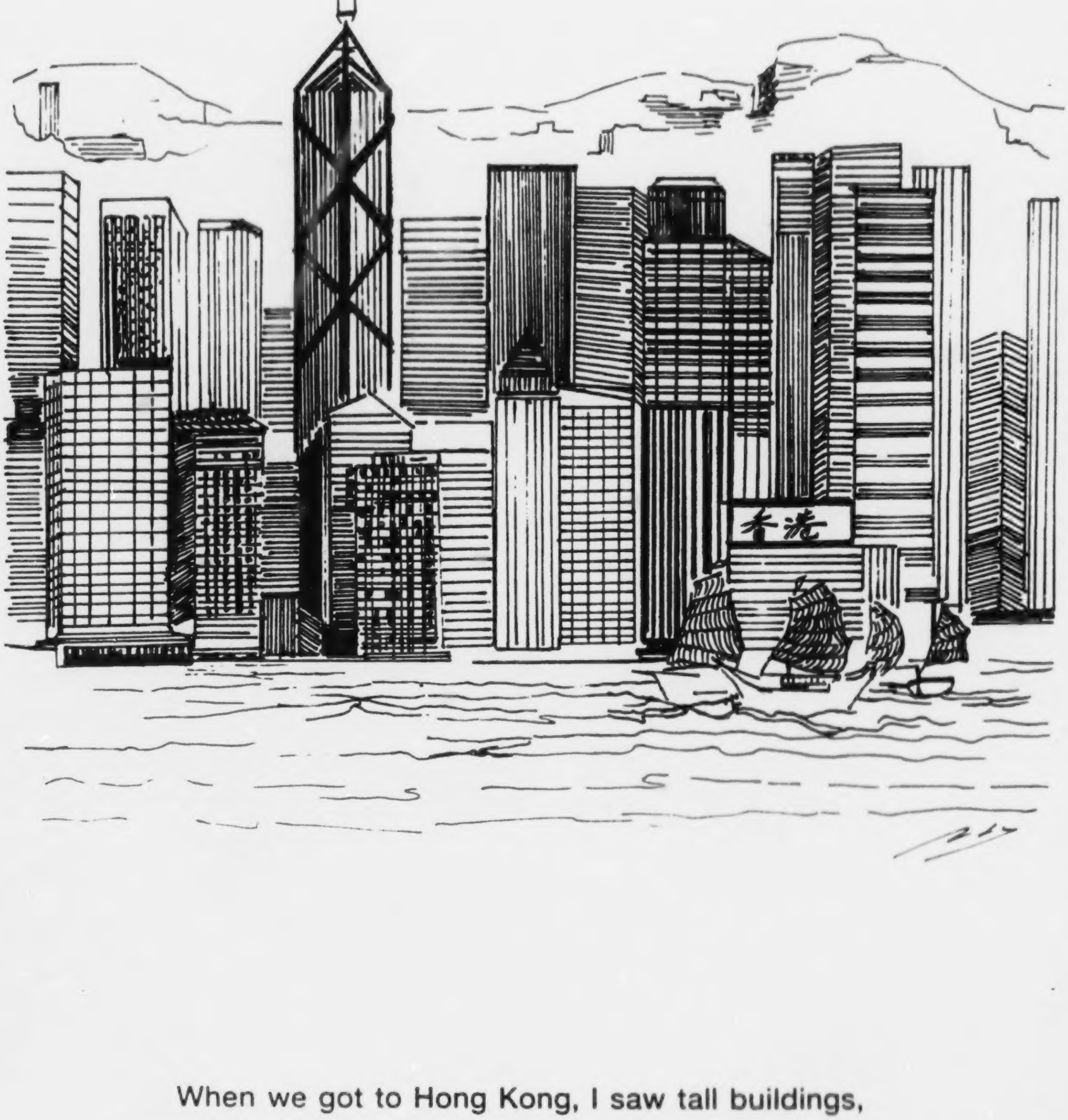
The day came to leave on the train for Hong Kong. My grandmother and our relatives from Guangzhou came with us to the train station. We said good-bye.

My grandmother cried. My family cried. I cried. We all hugged and all said, "I am going to miss you." My grandmother said to me:

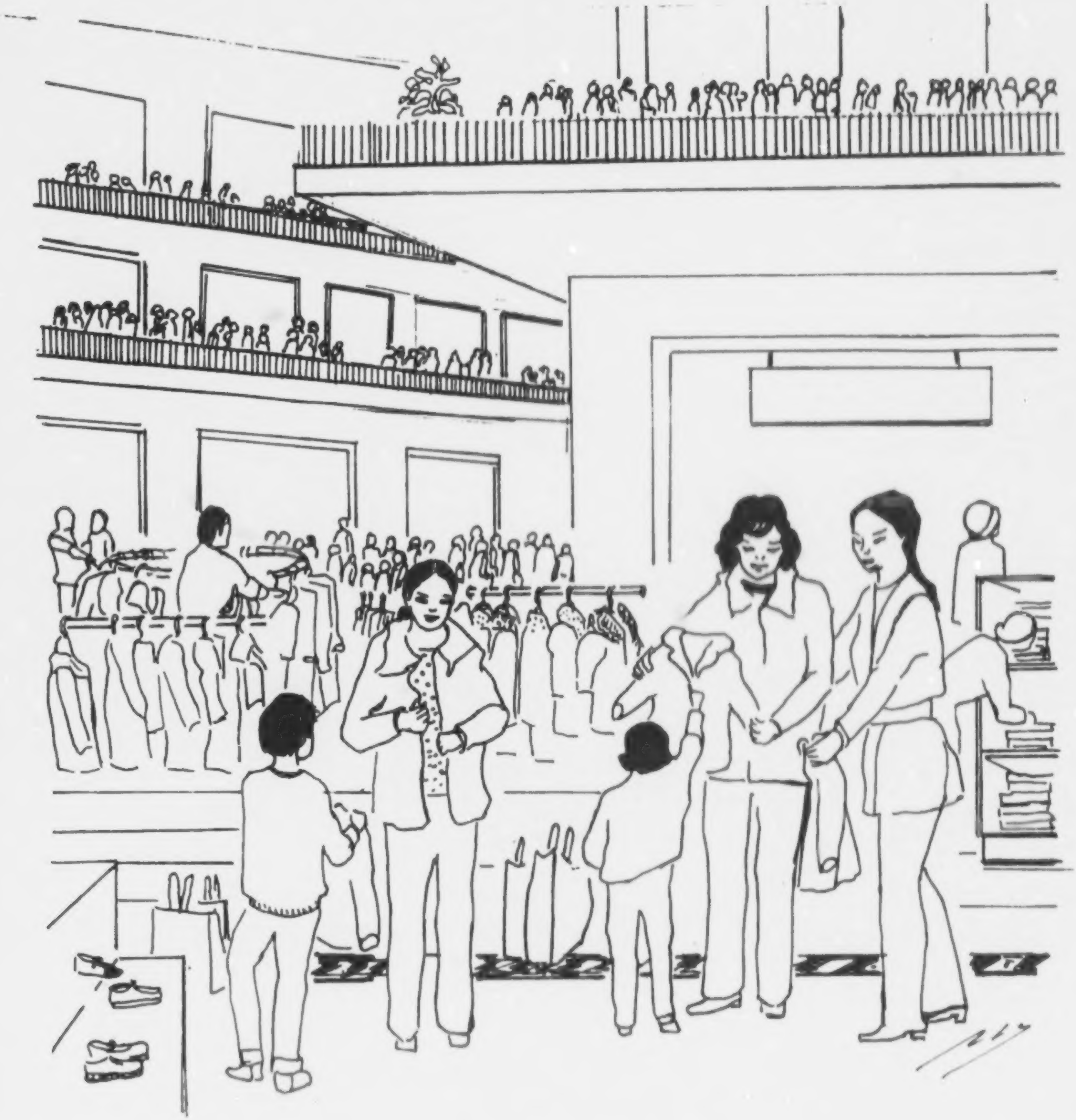


"You must help your mother and father at home. You must also look after your younger brother and sister while your parents work."

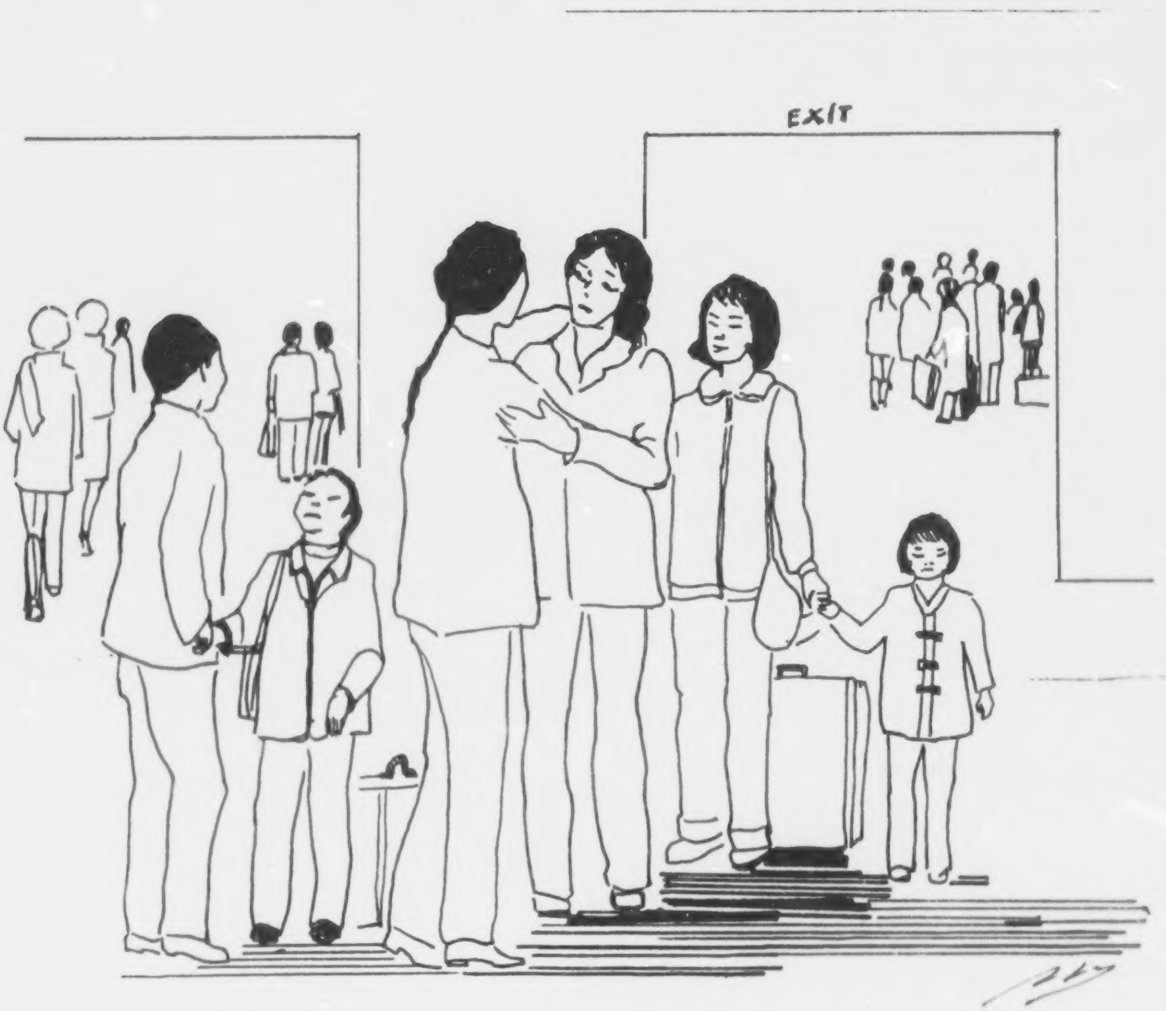
She continued to cry and said, "I love you."



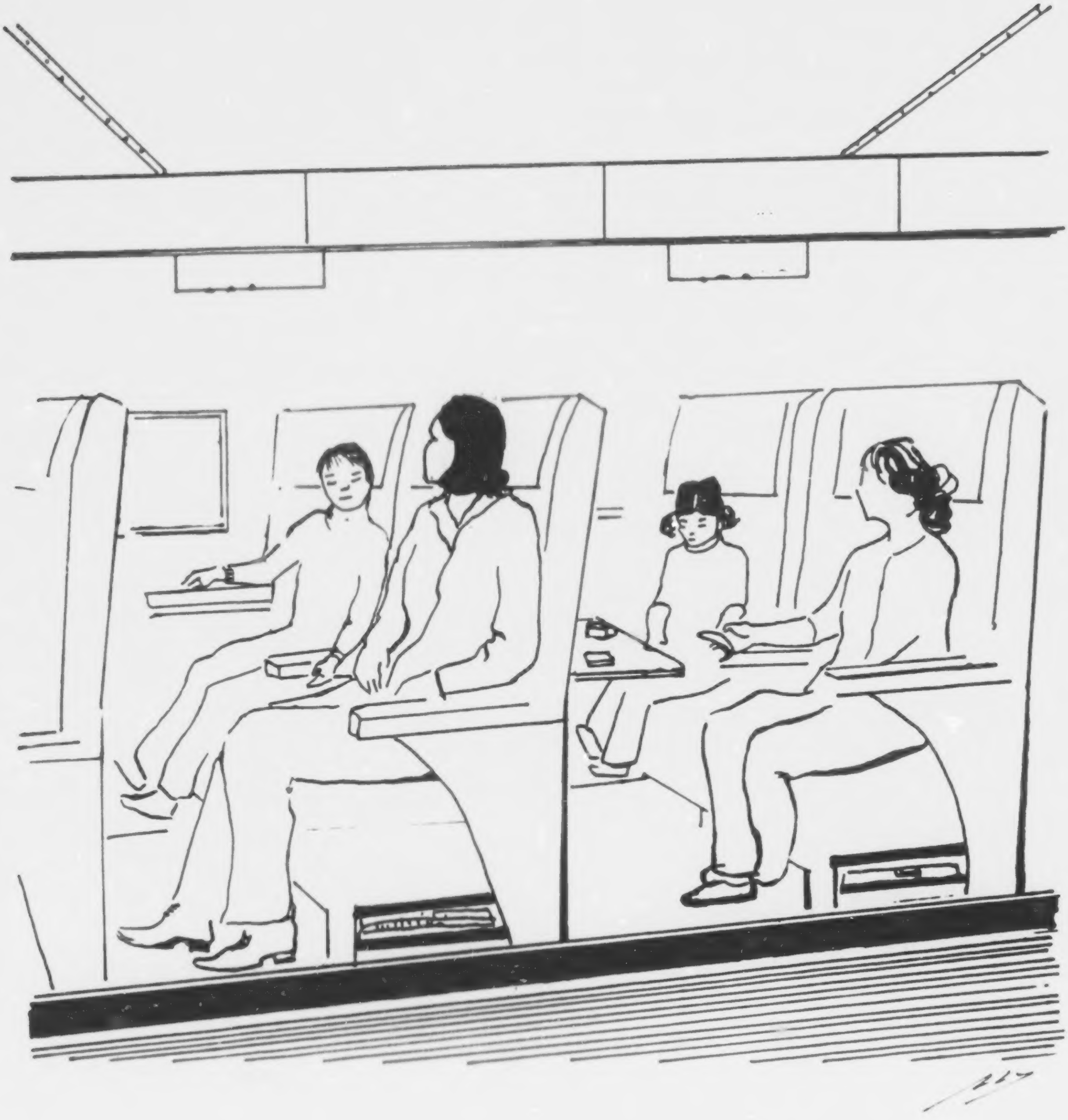
When we got to Hong Kong, I saw tall buildings, streets full of cars, and people from all over the world. "This must be like America," I thought.



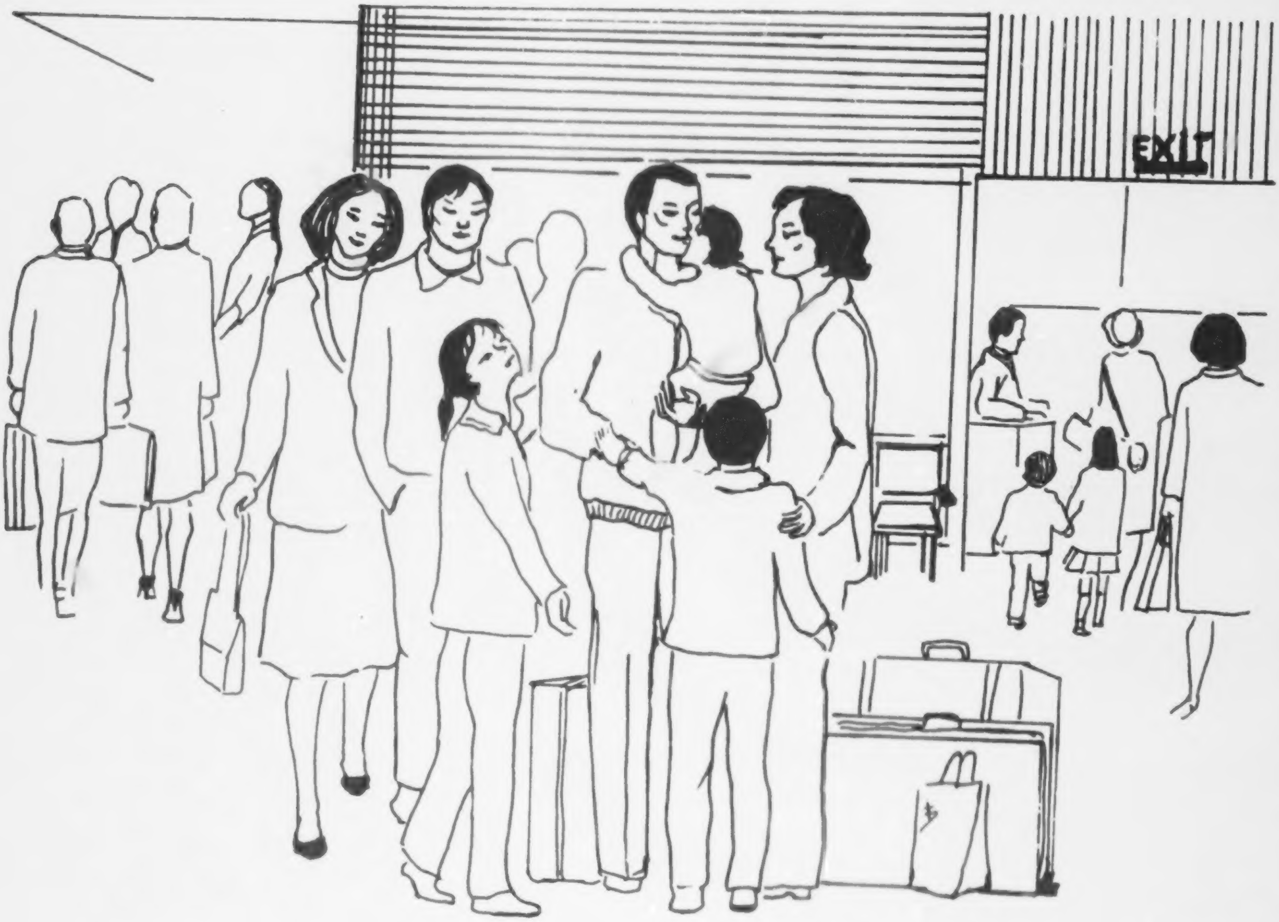
We bought sweaters and heavy coats to wear in America. My aunt said, "It snows in the United States. Sometimes it gets so cold it rains snowballs."



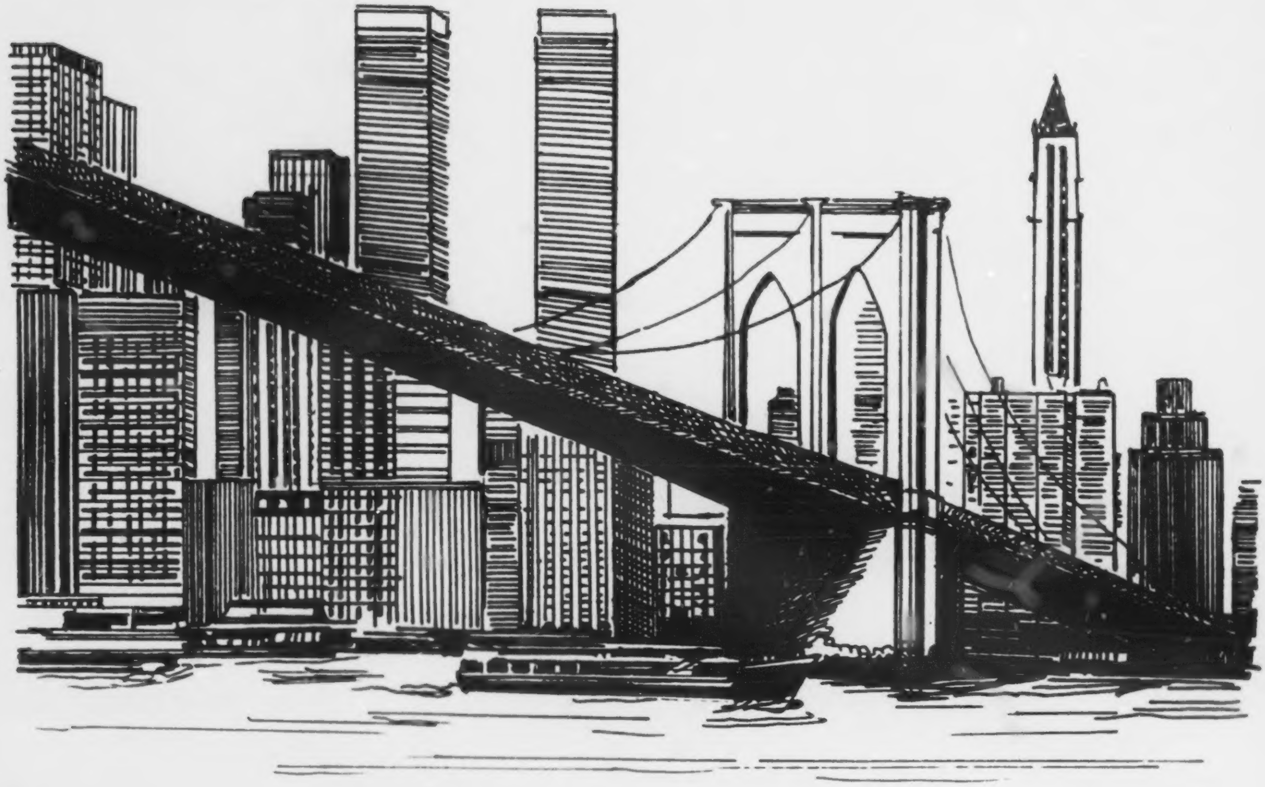
After two weeks, we went to the airport for our plane trip to America. We said good-bye to our relatives in Hong Kong.



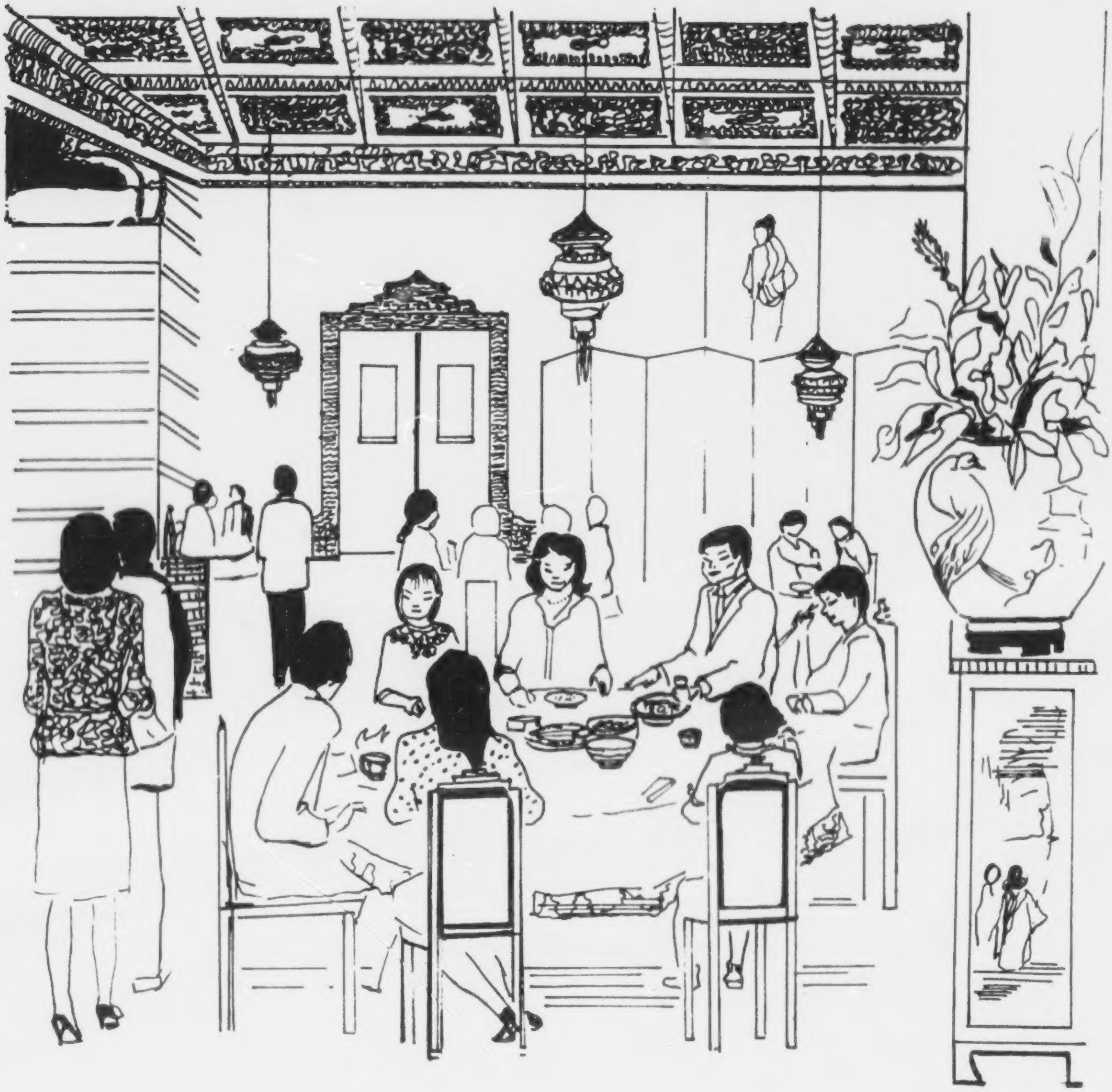
The trip was very, very, very long. We did not like the American food served on the plane. I was glad that my aunt had prepared some Chinese food for us to eat.



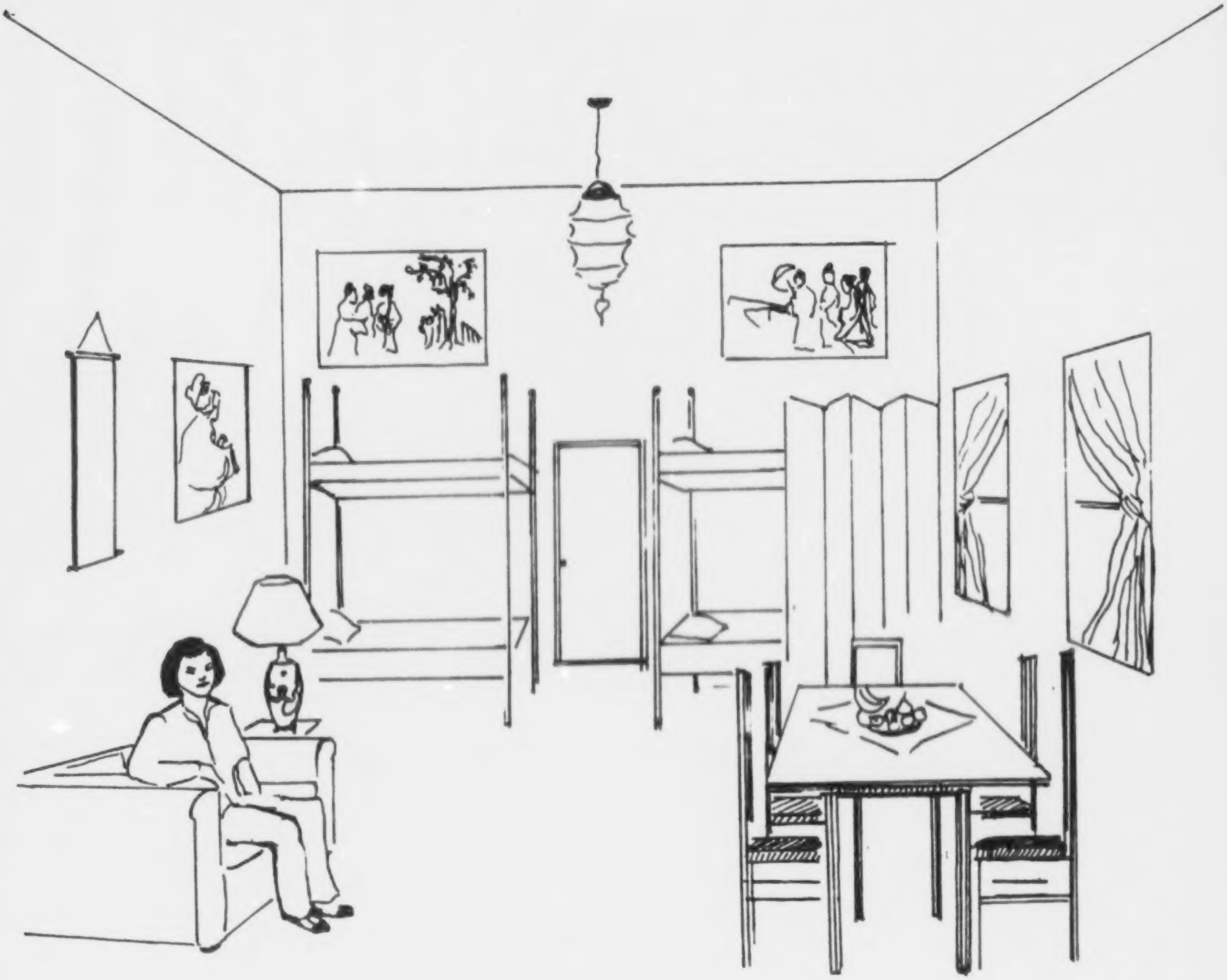
When we got to New York City, my father, an uncle, and a friend were waiting for us. We were all very happy to see each other.



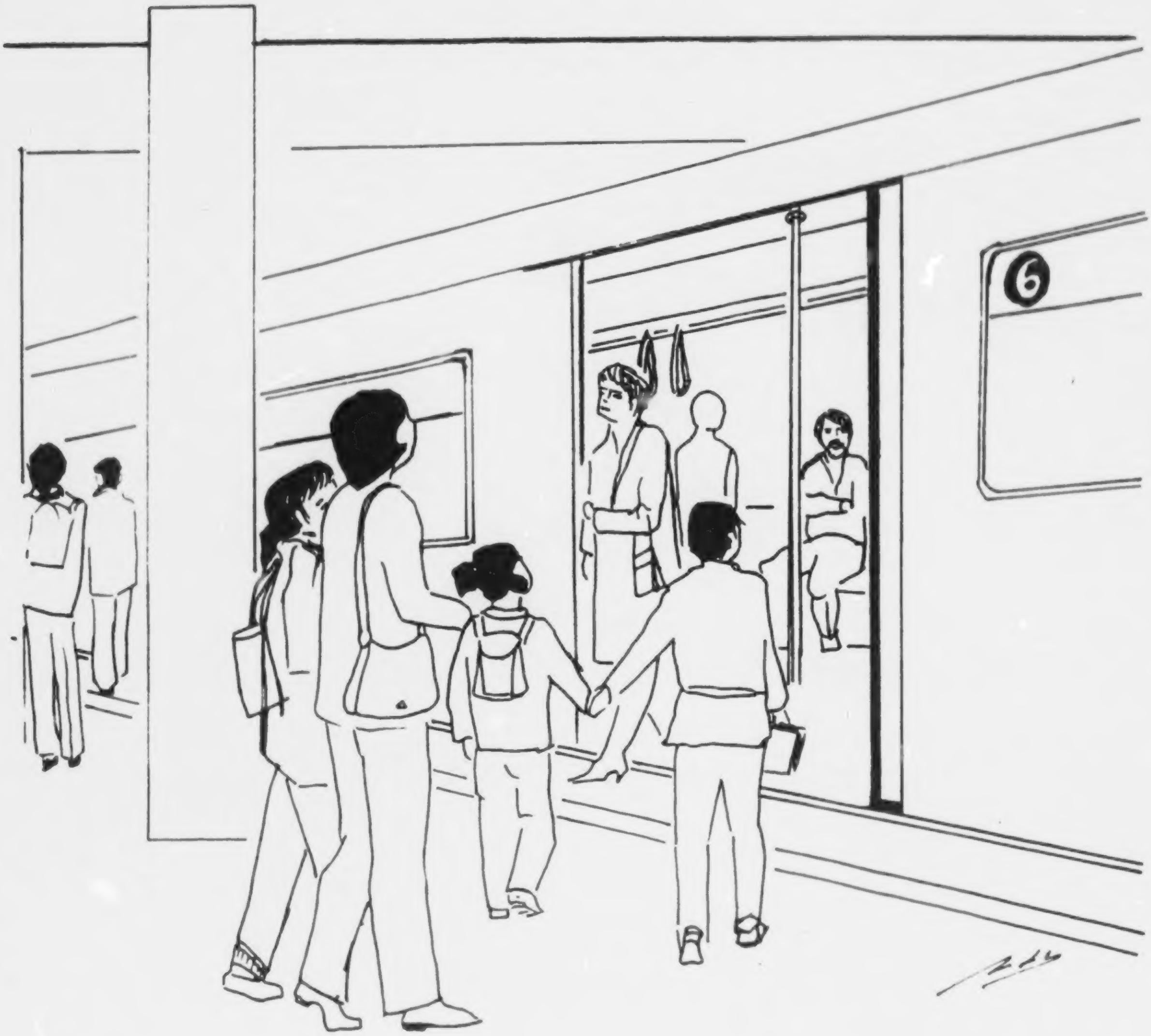
New York City was big. There were so many lights. The lights on the bridges looked beautiful.



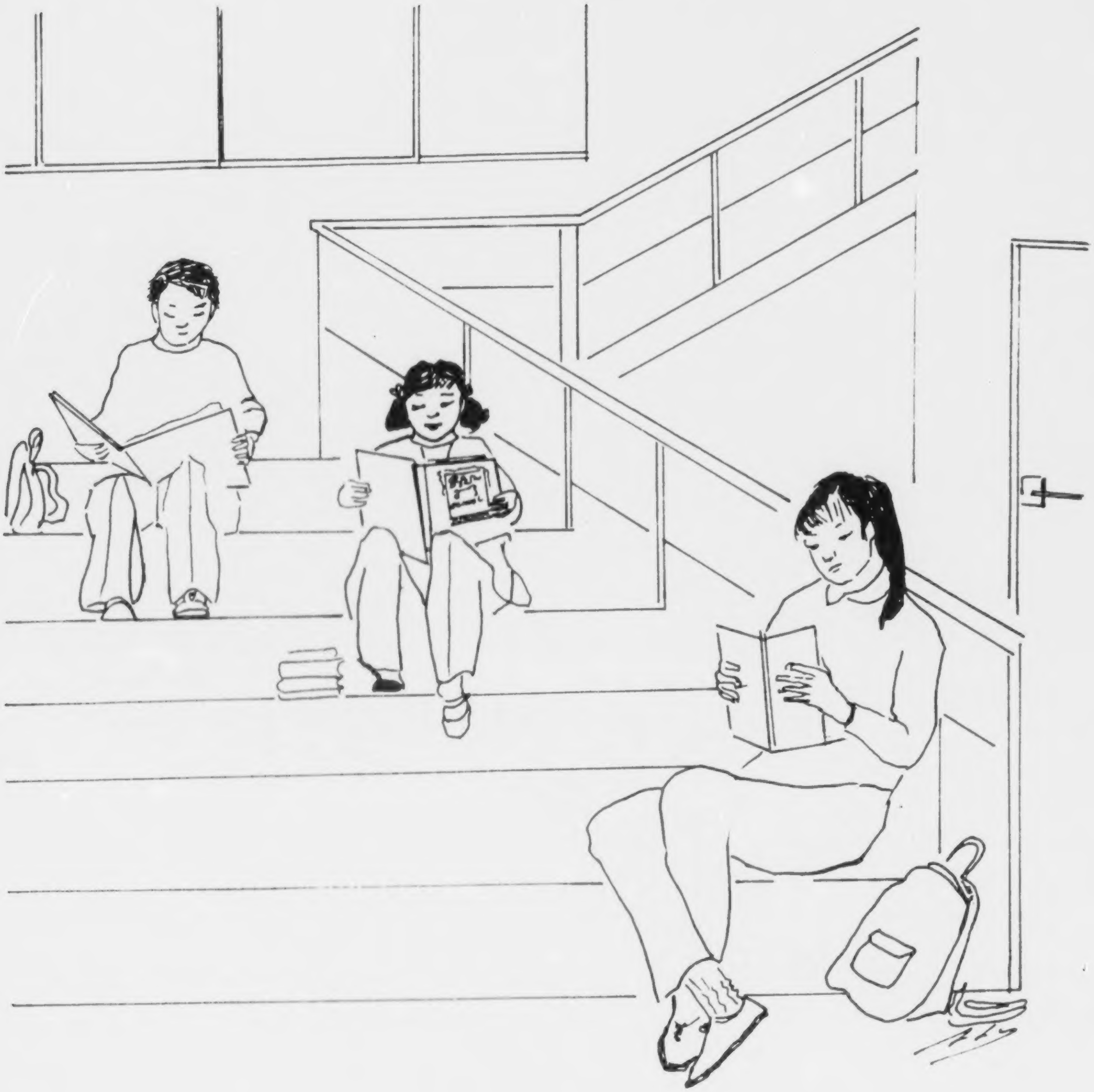
We went to Chinatown for dinner in a restaurant.



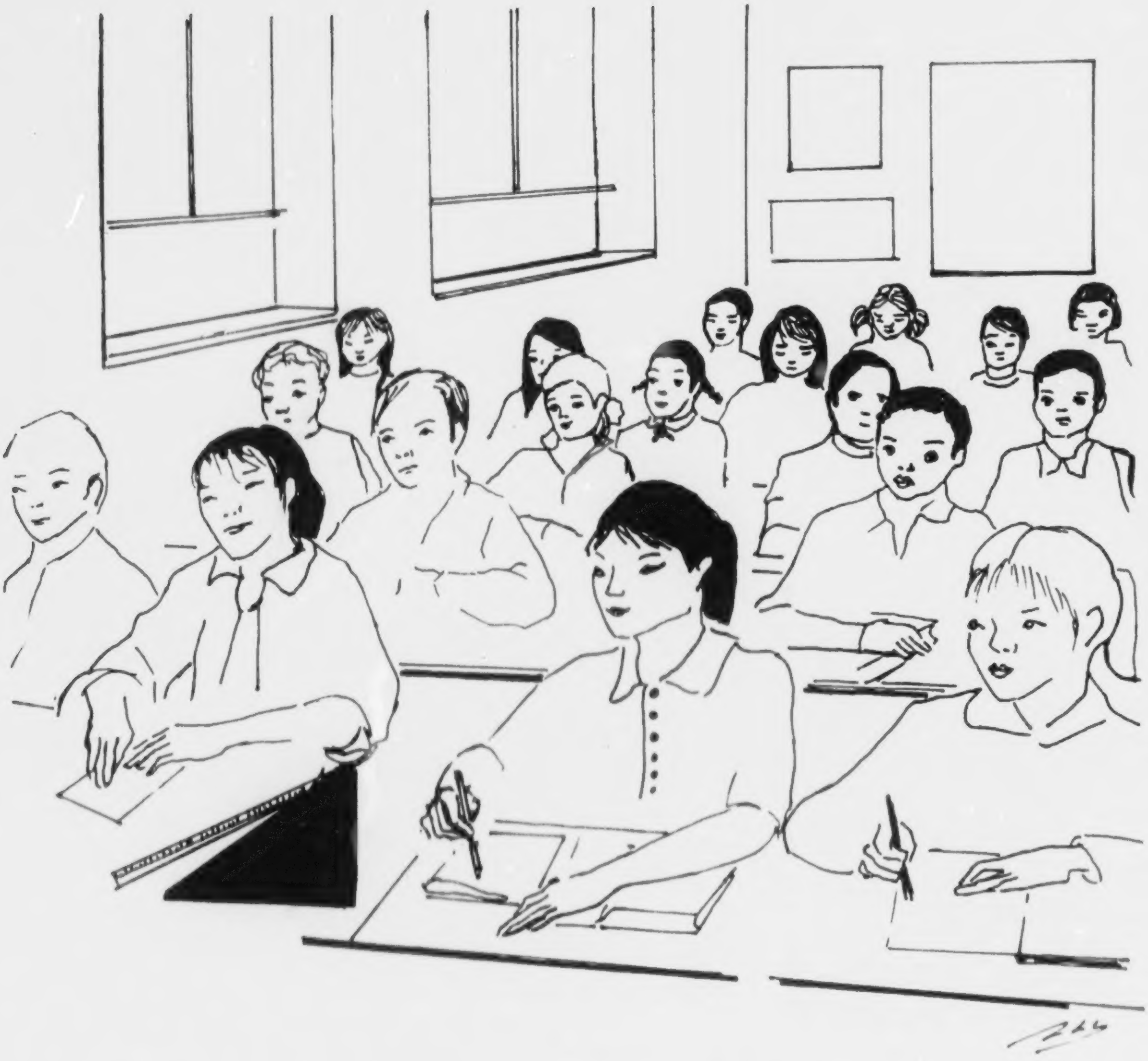
After dinner we went to our new home in the Bronx. It had only one bedroom but that room was bigger than our whole house back home. There were bunk beds, a table and chairs, and a television.



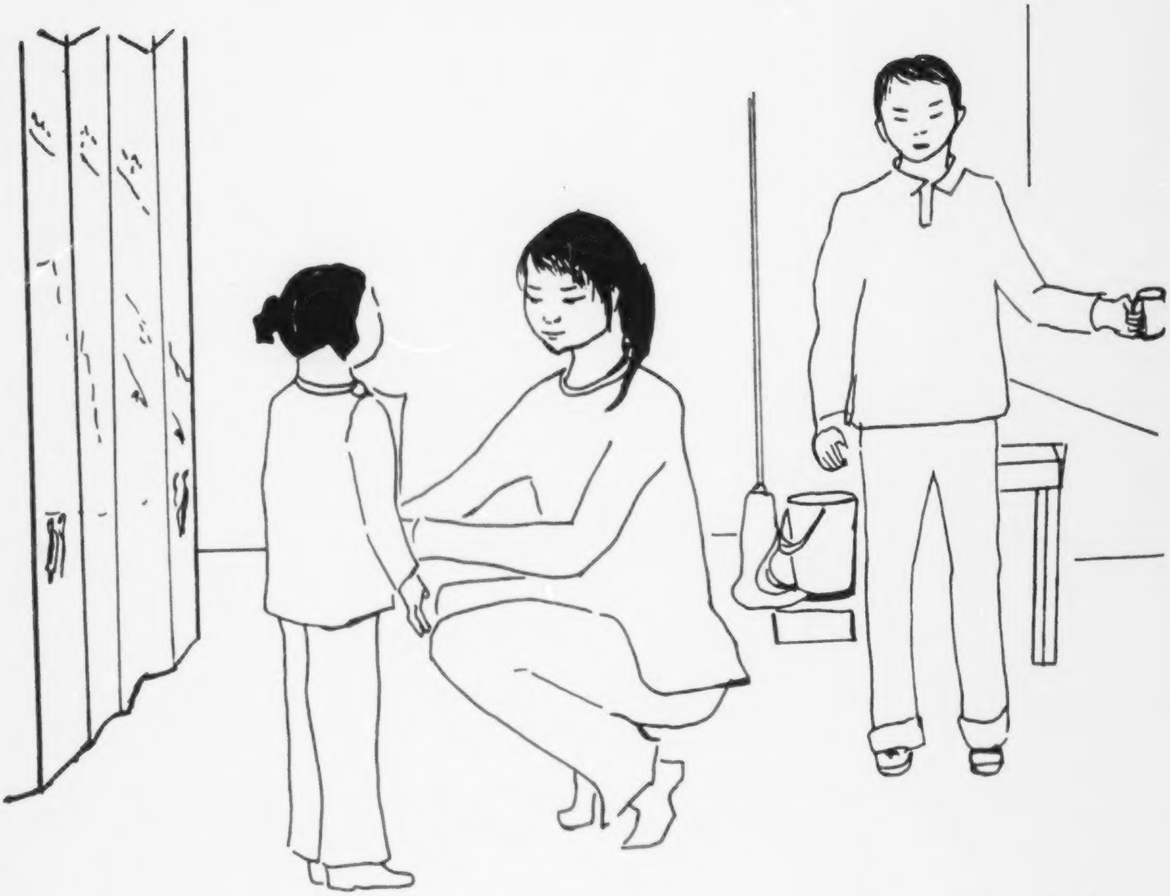
We went to school in Chinatown so we could speak Chinese while we were learning English. It was a long trip on the subway. My mother took us every morning before she went to work.



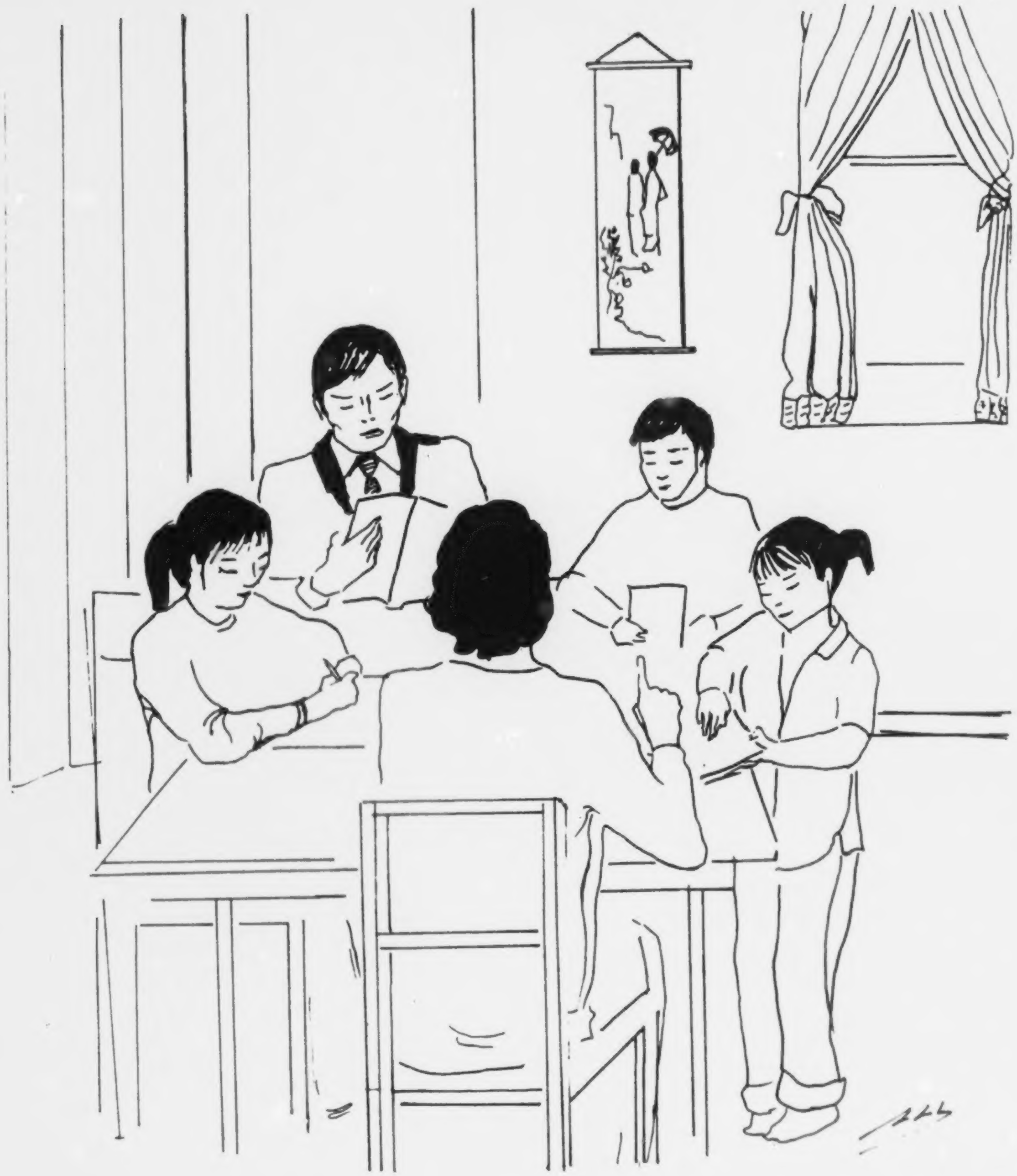
After school she came to pick us up. She had to go back to work and we had to go with her. We waited on the stairs because children could not go inside the factory.



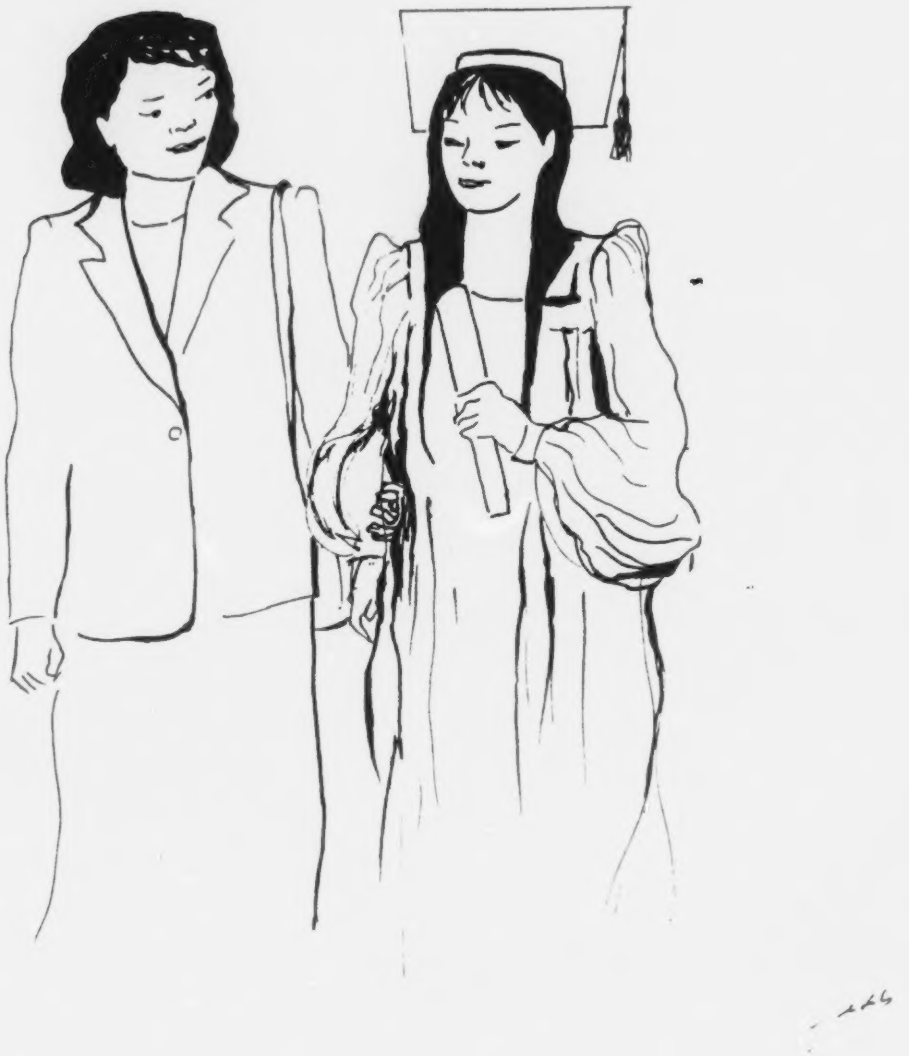
After we learned more English, we went to a school near our home. The teachers were very nice, but we were still a little afraid to speak English.



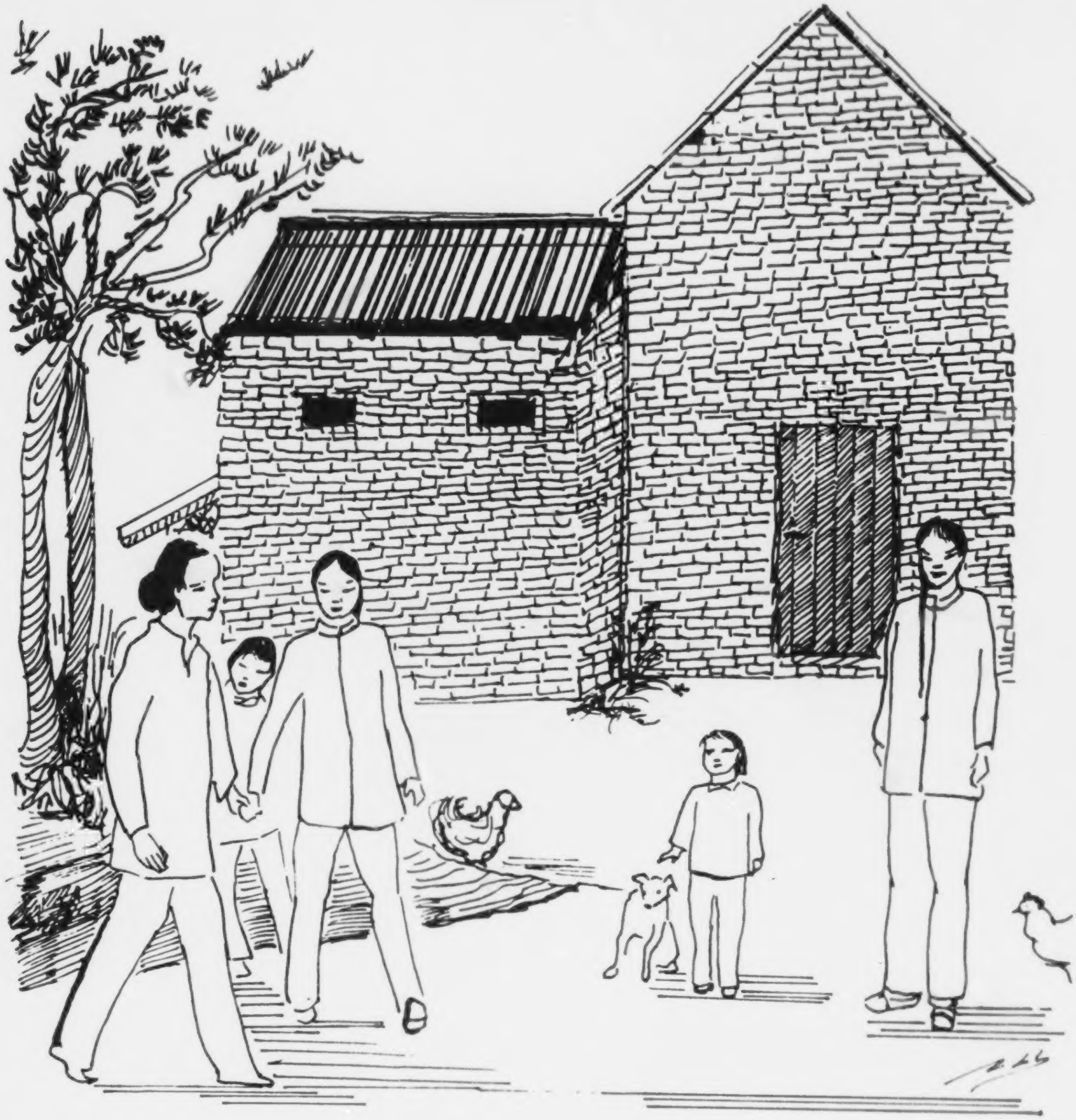
My parents worked very long hours. I took care of my brother and sister. I tried to help the way my grandmother had said.



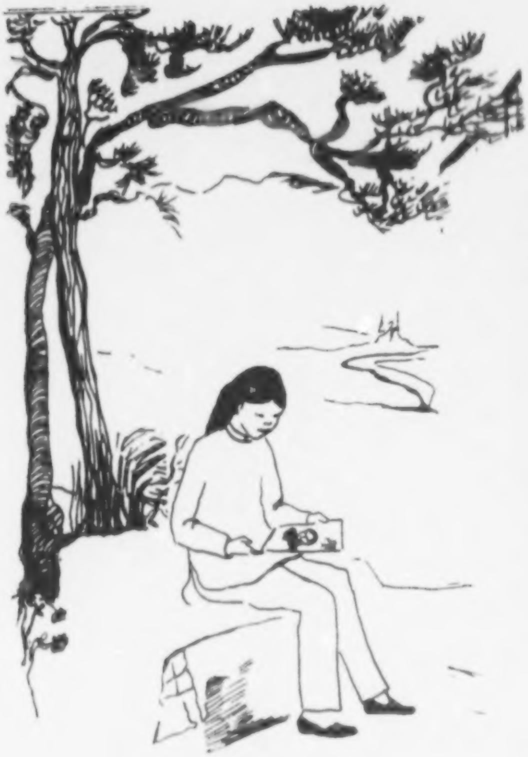
My parents always wanted us to do well in school. They asked about our homework every day.

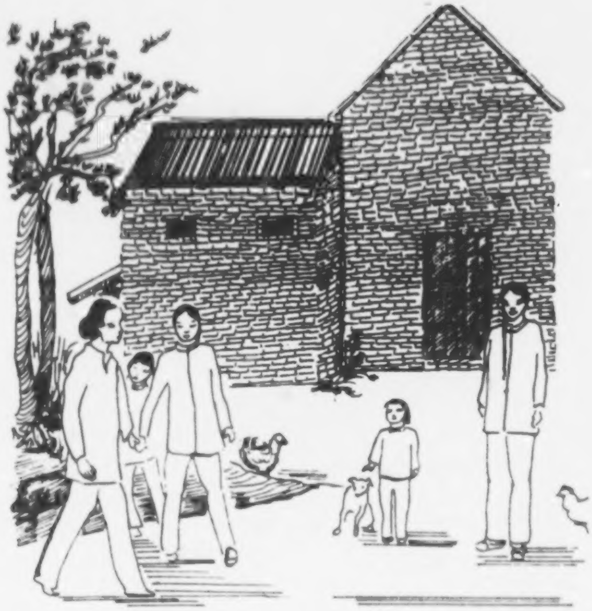


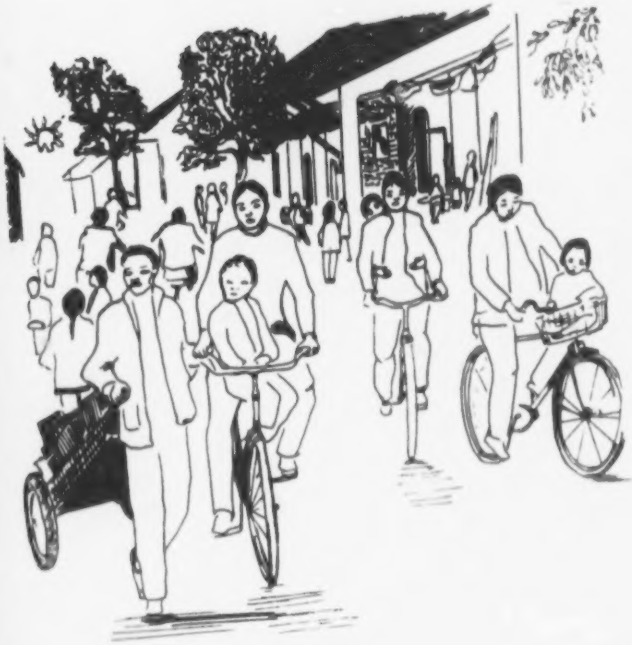
I worked hard in school and graduated from high school and then from college. My parents were very proud and happy. I thank my parents, my relatives, and my teachers for helping me.

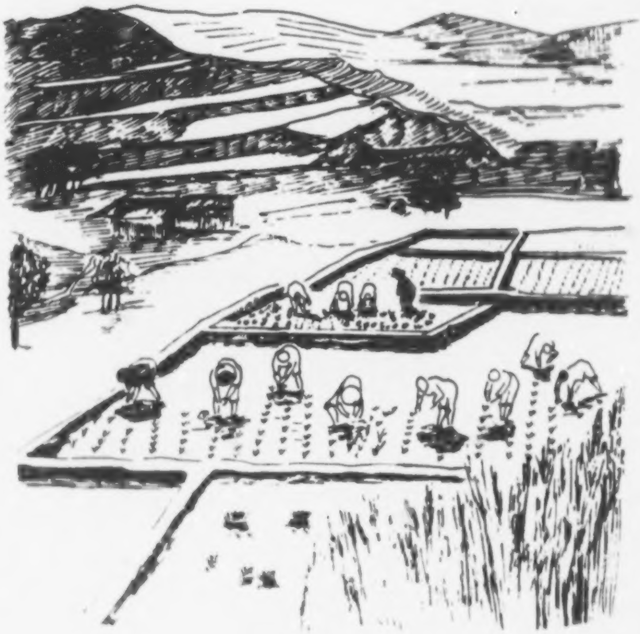


And I will always remember where I came from.









I hope you, too, will remember where you came from and never forget all the people who are helping you.

Teaching Activities for the Longer Version of Journey to a New Life

Teaching Activities for the Longer Version

The story "Journey to a New Life" is about immigration and the adjustments people have to make when they immigrate to a new land, issues at the heart of the experience of Chinese-Americans in New York City.

The first six Teaching Activities directly relate to sections of the story. First read the story to the class, showing the accompanying pictures. Choose stopping points for brief discussions based on the students' reactions and time constraints. Discussion questions for each section of the story are listed at the end of each student reading. You may want to use some of these questions as you read the story. After the students have listened to and discussed the story the first time, distribute the student readings. Have the students read the sections themselves and, in small groups, answer the specific questions you assign.

Next have students complete the related activities that are appropriate for their level. Each section of the story has one or more Student Activity Sheets that follow it and that are numbered to correspond to that section. For example, Student Reading 1 has Student Activity Sheets 1A and 1B; Student Reading 2 has an accompanying Student Activity Sheet 2, and so on through Student Reading 6.

The activities draw from many subject areas: geography and mapping, mathematics, communication art, social studies, science, art and music, physical and health education, and career education. At the back of the guide is a section that lists the activities by subject area. Select those activities most appropriate for your students.

Teaching Activities 7-9 relate to the theme of immigration and include a historical time line. The final Teaching Activities, 10-12, deal with a basic understanding of culture and the goals of multicultural education.

Teacher's Copy: Reading 1

Journey to a New Life

As it got closer and closer to the day of our departure for "Gold Mountain," our tiny house seemed to get bigger and more spacious. Mom was giving away all our belongings. Our relatives had been coming daily to take the things. More and more the people from Enping, our village, came to say good-bye. I had never seen so many guests coming to our house.

Our friends and relatives told us stories about America when they came to say good-bye. I had already heard some of them. I had heard, for example, that the time in America is the opposite from the time in China. We used to laugh at that story because we could not imagine it to be true. We found it hard to believe that, while we were sleeping, the people in America would be working, and vice versa.

Then there were stories about buildings being so tall they reached up to the sky, and streets so full of cars that you could barely count them. I never thought I would have a chance to see this amusing place.

The more the days went by in that October of 1980, the more excited I got. I had many sleepless nights trying to imagine myself in America. I had never been farther from our village than Guangzhou, which was three hours away. And even though Guangzhou was a very big city, the buildings were not very tall and the streets were not full of cars. Instead, it was full of millions of bicycles.

More than anything, I was excited because I would finally get to see my father again. I had not seen him since I was eight. My father had gone to the United States to work and sent money home to put us through school and to feed and clothe us. He also saved some money. When he finally saved enough money, he made arrangements for us to come to the United States. Now my family—my mom and dad, sister, brother, and I—could be together again.

Teacher's Copy: Reading 2

Journey to a New Life

My mother told us that we would have to take a bus to Guangzhou, then take a train to Hong Kong, and finally take a plane from there to the United States. On the day of our departure, we got up bright and early to wait for our relatives. They were going to take us on their bicycles to the bus station in Enping.

The ride to the bus station took about forty-five minutes and was not comfortable, but we all enjoyed seeing the beautiful countryside. At the bus station we said good-bye to our friends and relatives. We felt very sad. The ride on the bus to Guangzhou took about three hours.

We carried very little luggage with us, but had two live chickens for our relatives in Guangzhou. We stayed with them for a week before continuing our trip. While we were in Guangzhou, we shopped and permed our hair. It was believed that everyone in America had their hair permed, even little kids.

The day for us to depart for Hong Kong arrived very quickly. As we stood at the train station with grandma, aunt, uncle, and cousin, we looked at one another and tears started coming down from our eyes like waterfalls. To me, Grandma was the very dearest of all my relatives. I didn't know when I would get to see her again. Before I had a chance to dry my tears, final boarding calls were announced. Grandma came over to me and, with tears in her eyes, said,

> My dearest daughter, you are the oldest of your siblings. You must take care of them because grandma will not be there to look after all of you any more. Once you are settled down, your mom and dad will be working and you will be given the responsibility of being parent for your brother and sister. So, be a good older sister to your siblings, and set a good example for them to follow. Be good to your parents, for they work very hard to take care of you. I am going to miss all of you very much. Take good care of yourselves. I love you.

Then she walked back to the gate and we boarded the train to Hong Kong.

It took about three and a half hours to get from Guangzhou to Hong Kong The ride was more comfortable than the bus. We had lunch on the train, and I got to see a lot of wonderful scenes.

Teacher's Copy: Reading 3

Journey to a New Life

When we arrived in Hong Kong, it was still daylight. Hong Kong was the most exciting city I had ever seen! The buildings were as tall as the ones I had heard about in the stories of America. The streets were full of cars and people.

We were there for two weeks, during which time my aunt took us to see many attractions. There were a lot of stands in the street that sold all sorts of things . . . even underwear. And we shopped at very large department stores. We bought a lot of sweaters and winter clothes. Each of us also bought a coat. I was not used to wearing such a heavy coat, for we had never needed one at home. My aunt said, "It snows in the United States, and sometimes it gets so cold that it rains snowballs."

Everything in this city amazed me: the people, the buildings, the shops, the variety of fruit, and the cars. I had never seen so many things packed so close together in one little, short block. The "apartments," as my aunt called them, were so small that you could barely move. Yet all of us, a total of ten people, stayed in an apartment the size of our whole house in China—and we had thought that house was too small for the four of us!

Two weeks later, we were at the airport ready to complete the last part of our journey. We said good-bye to my aunt and her family. My aunt had bought us food for the plane because she was afraid that we might starve if we did not like the American food served on the plane. She had also bought us apples and oranges, having seen how much we liked them.

She had also told her daughter to write little notes in English and Chinese in case we had to communicate with the people on the plane and at the airport. One note asked where the bathroom was on the plane; another asked how to get to our gate for our transfer. A third note asked where to get our luggage after we got off the plane. The last thing she told us was that we had to swallow when we felt that we could not hear anything on the plane or we would go deaf.

The plane ride between Hong Kong and New York, with a transfer in Tokyo, Japan, was over 20 hours long. We ate the food my aunt gave us because we did not like the food served on the plane, just as she had guessed. We saw quite a few movies that we could not understand. We wondered what the people in them were talking about. When we finally arrived in New York, it was about ten o'clock at night on the 16th of December 1980, the same date we had left Hong Kong.

Teacher's Copy: Reading 4

Journey to a New Life

Inside the airport we had to get fingerprinted. We were searched and had our pictures taken. After all that, we had to open up all our luggage for inspection. A lady found the apples and oranges that were left over from our plane ride and took them away. I thought she was greedy to have taken them. I had saved them for when we got off the plane and felt hungry. Mom said that we were not supposed to have brought them with us from the plane because they do not let fruit or those sorts of things into the country.

My father, my uncle, and his girlfriend were right outside the door when we came out of the plane. We were all very happy to see each other. My father said he was taking us to eat in Chinatown on our first night here. As we came out of the airport in my uncle's car, I was amazed at the lights, the bridges, and the buildings that we passed by on our way to the restaurant. I could hardly believe my eyes.

After supper, we went to the apartment which would be our new home. The apartment was huge compared to my aunt's in Hong Kong and to our house in China. The New York apartment had only one bedroom, but that alone was bigger than our house in China. There were tons of furniture in the apartment: a sofa, a television set, a wall unit, two bunk beds in the living room, and a large table and six chairs in the kitchen. My brother, sister, and I were to sleep in the living room.

We were not able to sleep that night no matter how we tried because we were not used to the time difference. It took us at least two weeks to get used to the difference in the time zones.

Teacher's Copy: Reading 5

Journey to a New Life

After the American New Year, we registered to go to school in Chinatown, an hour train ride from where we lived in the Bronx. My father decided to enroll us there because they have Chinese bilingual classes. He was afraid that we would be laughed at or made fun of for not knowing English, as his friends' children had been. We did not even know the alphabet.

We went to that school for a whole year. Every morning we got up at five o'clock and my mother would take us to school, and then she would go to work in a factory nearby. After school, she would pick us up and take us back to work with her, having us remain on the stairs in her factory because kids were not allowed inside. We would wait there, doing our homework and taking short naps until she got off work. We would get home every night at nine o'clock. My mom would then cook dinner and we would eat at ten. We would watch a little television and then go to sleep.

After about six months, we finally convinced mom to let us go home by ourselves. A few times we got lost and ended up in a police station, waiting for my parents to pick us up. Finally, we managed to get to the stations the right way and stopped getting lost.

A year later, my parents transferred us to one of the schools in our neighborhood. By that time we had learned a great deal of English, only we did not dare to speak it except in our house. We were afraid people would laugh at us for not speaking the language properly. However, we were able to adapt quickly to our new school. We did not make as many friends as we had in Chinatown, but we were happy that we did not have to travel so far away to school every morning. And the teachers we had were very friendly and very nice.

While we went to school, my parents worked. My mom worked in factories in Chinatown, while my father worked in his restaurant close to our home. They both worked at least twelve to thirteen hours a day. We hardly got to see them. I took care of my brother and sister while our parents were at work. Whatever time our parents were able to spend with us, they would always encourage us to study and do well in school. They constantly reminded us of how important it was to have a good education so that we wouldn't have to work long hours the way they did.

Even though they themselves did not know too much English, they tried to help us with our homework. They were always there, willing to help. They were always encouraging and supportive. Although their ways of thinking and the way they disciplined us was a bit traditional, they valued freedom of choice. They never limited us in the choices we made. As we grew older and our ideas began to differ, they always tried their best to understand.

Teacher's Copy: Reading 6

Journey to a New Life

Twelve years later, I am now a college graduate with a B.A. in business administration from Baruch College. My brother is a junior at Boston University, majoring in aerospace engineering, and my sister is a freshman at Hamilton College. I will be going back for my master's degree soon, and I hope to obtain a doctoral degree some day.

As I sit here writing the story of this part of my life, I realize that I would not be where I am today if it were not for my parents' support and encouragement and the many teachers, friends, and relatives who helped me along the way. I would like to take this chance to thank each and every one of them for their support and contributions to my life, especially my parents.

To the readers of my story, I hope that reading it will help you remember some of the people who helped you get to where you are now. I also hope that you will always appreciate what you have accomplished, and not forget where you came from. Your parents and relatives went through a lot to bring you to the United States so that you could have a better future. My parents always said that rewards are most appreciated if they are attained through hard work and determination.

Teaching Activity 1

Objectives

Students will be able to:

- compare and contrast stories they heard about America.
- explain reasons for immigrating to America.

Suggested Activities

- Ask the students why people come to the United States from other countries.
- Distribute Student Reading 1 and have students read that section of the story, "Journey to a New Life." Have them respond orally to any of the discussion questions you choose.
- Divide the class into small groups and distribute Student Activity Sheet 1A, "Before the Journey." Assign each member of the group one question to answer. All answers may be discussed within the group, but each student writes and prepares to present his or her own answer.
- Call on a different group for each question. Encourage other groups to add their answers.
- Distribute Student Activity Sheet 1B, "Where Is Jennifer Going?" Have students work individually or in groups to complete the mapping activity.

Follow-up Activities

Students can:

- Write or tell a story they had heard about America before they came here. Students may also interview their family or friends about what they had heard about America.
- Prepare a table showing the time in at least three cities that are in different time zones.
- Explain how they and their families prepared to come to America.
- Research the major types of transportation used in various countries.

Student Reading 1

Journey to a New Life

As it got closer and closer to the day of our departure for "Gold Mountain," our tiny house seemed to get bigger and more spacious. Mom was giving away all our belongings. Our relatives had been coming daily to take the things. More and more the people from Enping, our village, came to say good-bye. I had never seen so many guests coming to our house.

Our friends and relatives told us stories about America when they came to say good-bye. I had already heard some of them. I had heard, for example, that the time in America is the opposite from the time in China. We used to laugh at that story because we could not imagine it to be true. We found it hard to believe that, while we were sleeping, the people in America would be working, and vice versa.

Then there were stories about buildings being so tall they reached up to the sky, and streets so full of cars that you could barely count them. I never thought I would have a chance to see this amusing place.

The more the days went by in that October of 1980, the more excited I got. I had many sleepless nights trying to imagine myself in America. I had never been farther from our village than Guangzhou, which was three hours away. And even though Guangzhou was a very big city, the buildings were not very tall and the streets were not full of cars. Instead, it was full of millions of bicycles.

More than anything, I was excited because I would finally get to see my father again. I had not seen him since I was eight. My father had gone to the United States to work and sent money home to put us through school and to feed and clothe us. He also saved some money. When he finally saved enough money, he made arrangements for us to come to the United States. Now my family—my mom and dad, sister, brother, and I—could be together again.

Discussion Questions

- Where is "Gold Mountain?" Why do you think it was called that?
- Why does Jennifer's tiny house seem to get bigger just before the trip to America?
- What kinds of things do you think Jennifer's family gave away? Why?
- What has Jennifer heard about America? Is what she heard true? Explain.
- Did you travel to this country from another country? If so, what did you hear about America? How does what you heard compare with what Jennifer heard?
- Why do you think Jennifer's father went to America?
- What can you tell about Jennifer's father from the story so far?

Student Activity Sheet 1A

Before the Journey

1. Is "Gold Mountain" a good name for the United States? Why or why not? How did the United States get that name?

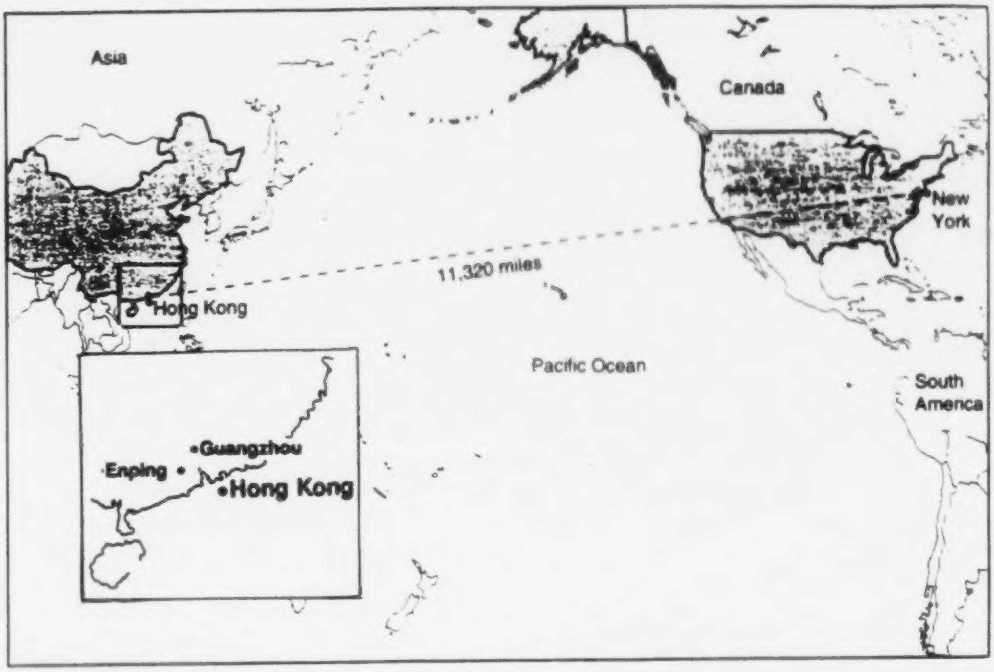
2. What are some stories that are told about what it's like in the United States? How true are those stories? Explain.

3. How do people feel about leaving their first country and coming to a new one?

4. What preparations have to be made to leave one country and come to a new one?

Student Activity Sheet 1B

Where Is Jennifer Going?


Asia
Canada
New York
11,320 miles
Hong Kong
Pacific Ocean
South America
Guangzhou
Enping
Hong Kong

Jennifer's house to the station at Enping ______________________________

Enping to Guangzhou ______________________________

Guangzhou to Hong Kong ______________________________

Hong Kong to New York City ______________________________

Draw the route that Jennifer and her family will take. In the spaces below, write how they will travel on each part of their journey.

Teaching Activity 2

Objective

Students will be able to

- classify information from different sources.

Suggested Activities

- Distribute Student Reading 2 and have the students read that part of the story and respond to any discussion questions you choose.
- Distribute Student Activity Sheet 2 "Guangzhou." Ask the students: What can you tell about Guangzhou from the picture and the information? Have the students write a postcard to a friend about Guangzhou based on what they know.
- After they have written a postcard about Guangzhou, guide the students in combining all the information they have been given so far into a chart about Guangzhou. Give students the categories listed below to help them organize the chart. This activity may be done individually or in groups, with each member of the group being responsible for one category.

  Transportation
  Buildings
  Products
  Climate
  Geography
  Trade
  History
  Population

- When students have filled in their individual or group charts, make a large wall chart for the class. Have students write their statements in the appropriate categories and also illustrate the categories with pictures.

Follow-up Activities

Students can:

- Reread the story and figure out the total time that Jennifer's family spent on the trip from their village to Guangzhou. Students should keep a record so that they will be able to figure out how long the whole trip will take.
- Write a short essay stating their opinion on grandmother's advice. Students should include why it is necessary, how it is helpful, how it may be difficult to follow, and how it can be used today.
- Pretend they know someone who is going to Guangzhou. What would they ask the person to find out about Guangzhou? What things would they like the person to bring them from Guangzhou?
- Write a letter to the China National Tourist Office requesting information about Guangzhou or other places in China. Students can look up the address and telephone number in the Manhattan telephone directory. When they receive the information about China, they can add it to the wall chart .
- Play a game in which they ask each other to name ways in which Guangzhou is like New York City and ways in which it is different. One student says either, "How is Guangzhou like New York City?" or "How is Guangzhou different from New York City?" The other student has to answer the question. The object of the game is to see how many ways can be named in each category. At the end, students can discuss how difficult it is to adjust to these differences.

Student Reading 2

Journey to a New Life

My mother told us that we would have to take a bus to Guangzhou, then take a train to Hong Kong, and finally take a plane from there to the United States. On the day of our departure, we got up bright and early to wait for our relatives. They were going to take us on their bicycles to the bus station in Enping.

The ride to the bus station took about forty-five minutes and was not comfortable, but we all enjoyed seeing the beautiful countryside. At the bus station we said good-bye to our friends and relatives. We felt very sad. The ride on the bus to Guangzhou took about three hours.

We carried very little luggage with us, but had two live chickens for our relatives in Guangzhou. We stayed with them for a week before continuing our trip. While we were in Guangzhou, we shopped and permed our hair. It was believed that everyone in America had their hair permed, even little kids.

The day for us to depart for Hong Kong arrived very quickly. As we stood at the train station with grandma, aunt, uncle, and cousin, we looked at one another and tears started coming down from our eyes like waterfalls. To me, Grandma was the very dearest of all my relatives. I didn't know when I would get to see her again. Before I had a chance to dry my tears, final boarding calls were announced. Grandma came over to me and, with tears in her eyes, said,

> My dearest daughter, you are the oldest of your siblings. You must take care of them because grandma will not be there to look after all of you any more. Once you are settled down, your mom and dad will be working and you will be given the responsibility of being parent for your brother and sister. So, be a good older sister to your siblings, and set a good example for them to follow. Be good to your parents, for they work very hard to take care of you. I am going to miss all of you very much. Take good care of yourselves. I love you.

Then she walked back to the gate and we boarded the train to Hong Kong.

It took about three and a half hours to get from Guangzhou to Hong Kong The ride was more comfortable than the bus. We had lunch on the train, and I got to see a lot of wonderful scenes.

Discussion Questions

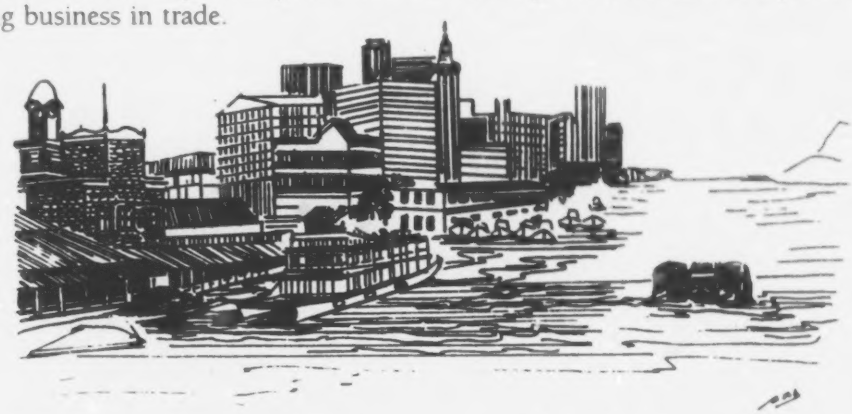
- How did the family get to the bus station? What are some advantages and disadvantages of traveling by bicycle?
- Do you think more people should ride bicycles in New York City? Why or why not?
- Were you surprised that the grandmother went to Guangzhou with Jennifer and her mother and brother and sisters? What does that tell you about the family?
- How does Jennifer feel about her grandmother?
- What advice does her grandmother give to Jennifer? Why would Jennifer be given the responsibility of acting as a parent to her brother and sister?
- What responsibilities do children share in your family?

Student Activity Sheet 2

Guangzhou

Guangzhou is in the south of China at the mouth of the Pearl River. Of the great cities in China, Guangzhou has the longest history of interaction with the world outside China. Today, Guangzhou continues a two thousand year history of trade, hosting a huge world trade fair every April and October.

Guangzhou has two rainy and two dry seasons every year. The dry seasons are pleasant, balmy, tropical days enjoyed by tourists and residents alike. The rainy seasons allow for two annual rice crops, but occasionally cause severe flooding. Growing flowers is another important business in Guangzhou. And the nearby delta is also rich in farmland. Other industries are manufacturing, fishing, and tourism. Guangzhou's location also provides it with a strong business in trade.



What can you tell about Guangzhou from the picture and the information? Write a postcard to a friend about Guangzhou.

Teaching Activity 3

Objective

Students will be able to

- compare and contrast the experiences of Jennifer's family with their own experiences.

Suggested Activities

- Ask: What do you think Jennifer's family will have to do to prepare for the airplane flight to New York City?
- Distribute Student Reading 3 and have the students read that section of the story and respond to any of the discussion questions you choose. You may want to divide the students into small groups and have them respond to the reading on their own terms before turning to the discussion questions.
- Ask the students to share their own stories or the stories of a relative or friend with their group. Have them explain what preparations they made for their journey. The group is to select one person's story to present to the whole class. Each person in the group is to explain something about the story.
- Have students begin to write and illustrate their own stories or the stories of a relative or friend.
- Distribute Student Activity Sheet 3A, "Time Zones of the World." Guide the students in locating China and Guangzhou and the United States and New York City.
- Then have students locate the Greenwich Meridian and the International Date Line. Elicit or explain the meaning of the time zone lines. Have students count the time zones and the time differences moving to the right (east) of the Greenwich Meridian. Then have them count the time zones to the left (west) of the Greenwich Meridian and note the time differences.
- Ask questions such as:

  — What time is it now in Guangzhou?
  — What time is it now in Brazil?
  — What time is it now in England (where Greenwich is located)?
  — What time is it now in Puerto Rico?
  — What time is it now in Haiti?
  — What time is it now in the Dominican Republic?
- When students are able to locate different time zones readily, distribute Student Activity Sheet 3B, "What Time Is It in____________________?" Read and explain the information as necessary. Then ask questions such as the following.

  — If it is 3 A.M. in Guangzhou, what time is it in New York?
  — What date is it?
- Guide students through any of the problems on the activity sheet with which they need help.

- Ask: How could Jennifer arrive on the same date in New York?

  Jennifer must be traveling east since she had a stop over in Tokyo. An hour is added for each time zone crossed heading east. There are 11 time zones between Hong Kong and New York when moving east; therefore the time in New York City is 11 hours later than in Guangzhou, *minus* one 24 hour day because of crossing the International Date Line.

- Have the students make up one or more problems in the pattern of: If Jennifer left Hong Kong at 8 P.M. on January 1, what time will she arrive in New York?

- If students are interested, have them figure the time of her arrival if Jennifer had traveled west across Europe.

  Explain that one hour is subtracted for each time zone heading west. If Jennifer leaves Guangzhou at 8 P.M., she will be traveling into a series of time zones where the time is one hour earlier. The time in Greenwich at her departure is noon, but since it takes some time to travel, Jennifer will not arrive in the Greenwich time zone at noon. It will be noon plus the number of hours it took her to fly those miles.

  As Jennifer continues to move west, the time will continue to be earlier. If we do not count travel time, Jennifer would arrive in New York 13 hours earlier than she left Hong Kong. So, if Jennifer flies across Europe, we calculate the time of her arrival in New York City by subtracting 13 hours from the time of her departure from Hong Kong and adding the number of hours she traveled. However, the numbers of hours spent traveling west is more than the number of hours spent traveling east.

- When the students understand the activity, divide them into partners and have them make up problems for each other to solve.

  Or you might want to make the activity a relay, with one team writing a problem and another team solving the problem on the chalkboard.

  Or, students can play the relay game by using paper plate clocks. Mount paper plate clocks on a bulletin board with the name and pictures of different cities underneath. Students then play the game by having one student reset one of the clocks and then seeing how quickly students can reset the others to show the time difference.

  The time difference between any two zones on the map will always be the same as the difference on the time line. Remember, add one hour for each zone when moving east and subtract an hour for each zone when moving west. And don't forget the International Date Line!

Follow-up Activities

Students can:

- Figure out how long it took to travel from Enping to New York City. Do not include the time the family spent with relatives.
- Find out the distance from Hong Kong to New York City and calculate the average speed of the jet plane during Jennifer's trip.
- Work in partners or small groups to create problems based on length of time or distance in traveling from different parts of China to other parts of the world. Students should be able to explain how their problems are to be solved.
- Using airline maps obtained beforehand, figure out different routes for making the journey. Also, students can find the times of journeys made at different speeds.

- Solve the following problems.
  - If you are leaving New York at 11:00 P.M. on July 20, what time will you be arriving in Hong Kong?
  - If you take the 9:30 A.M. plane leaving Hong Kong on August 20, when will you be back in New York?
- Present their stories of the journey to the class.
- Figure out at what speed the plane would have to be traveling in an eastern direction in order to always keep the same relationship to the sun, e.g. always see a sunrise or a sunset.
- Write notes in English and Chinese like those that were written by Jennifer's cousin.
- In a report or a panel discussion, answer the following questions:
  - How important is it for people to be able to eat the food they are used to eating?
  - Has Chinese food become "American food," explain why or why not?
- Survey the class to find out what foods are the favorites of the students. Make a graph of the results.

Student Reading 3

Journey to a New Life

When we arrived in Hong Kong, it was still daylight. Hong Kong was the most exciting city I had ever seen! The buildings were as tall as the ones I had heard about in the stories of America. The streets were full of cars and people.

We were there for two weeks, during which time my aunt took us to see many attractions. There were a lot of stands in the street that sold all sorts of things . . . even underwear. And we shopped at very large department stores. We bought a lot of sweaters and winter clothes. Each of us also bought a coat. I was not used to wearing such a heavy coat, for we had never needed one at home. My aunt said, "It snows in the United States, and sometimes it gets so cold that it rains snowballs."

Everything in this city amazed me: the people, the buildings, the shops, the variety of fruit, and the cars. I had never seen so many things packed so close together in one little, short block. The "apartments," as my aunt called them, were so small that you could barely move. Yet all of us, a total of ten people, stayed in an apartment the size of our whole house in China—and we had thought that house was too small for the four of us!

Two weeks later, we were at the airport ready to complete the last part of our journey. We said good-bye to my aunt and her family. My aunt had bought us food for the plane because she was afraid that we might starve if we did not like the American food served on the plane. She had also bought us apples and oranges, having seen how much we liked them.

She had also told her daughter to write little notes in English and Chinese in case we had to communicate with the people on the plane and at the airport. One note asked where the bathroom was on the plane; another asked how to get to our gate for our transfer. A third note asked where to get our luggage after we got off the plane. The last thing she told us was that we had to swallow when we felt that we could not hear anything on the plane or we would go deaf.

The plane ride between Hong Kong and New York, with a transfer in Tokyo, Japan, was over 20 hours long. We ate the food my aunt gave us because we did not like the food served on the plane, just as she had guessed. We saw quite a few movies that we could not understand. We wondered what the people in them were talking about. When we finally arrived in New York, it was about ten o'clock at night on the 16th of December 1980, the same date we had left Hong Kong.

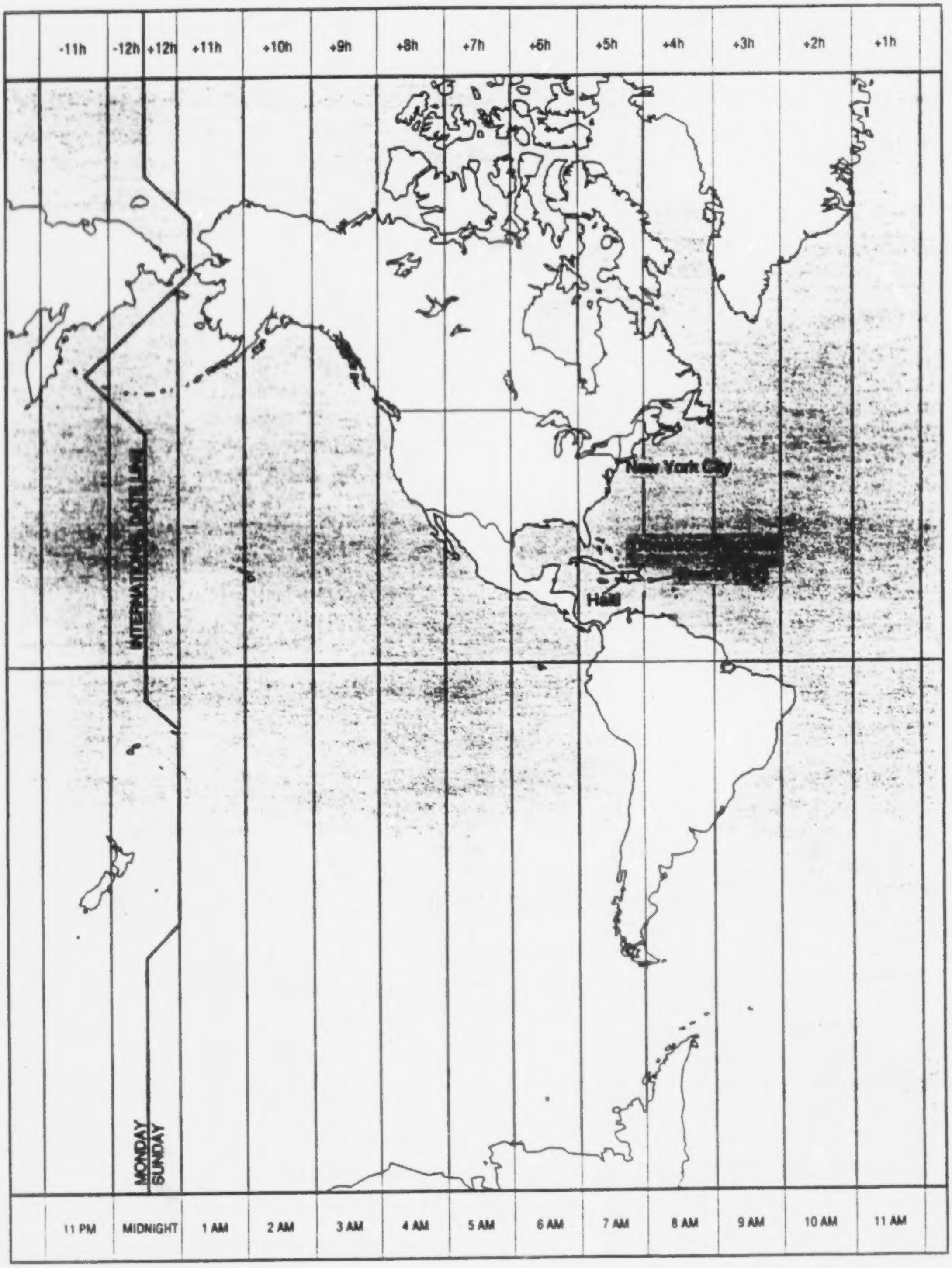
Discussion Questions

- How does the family prepare for their trip to America?
- Why do they buy sweaters and coats?
- What does this tell you about the weather where they live in China?
- Did you travel to this country from another country? What did you do to prepare for the trip?
- How was your trip the same or different from Jennifer's? Did you travel to the United States by plane?
- How does Jennifer's cousin help them? Are the notes a good idea? Why?

- How long were they on the plane?
- Why didn't they like the food?
- Why did they arrive in New York on the same date that they left Hong Kong?

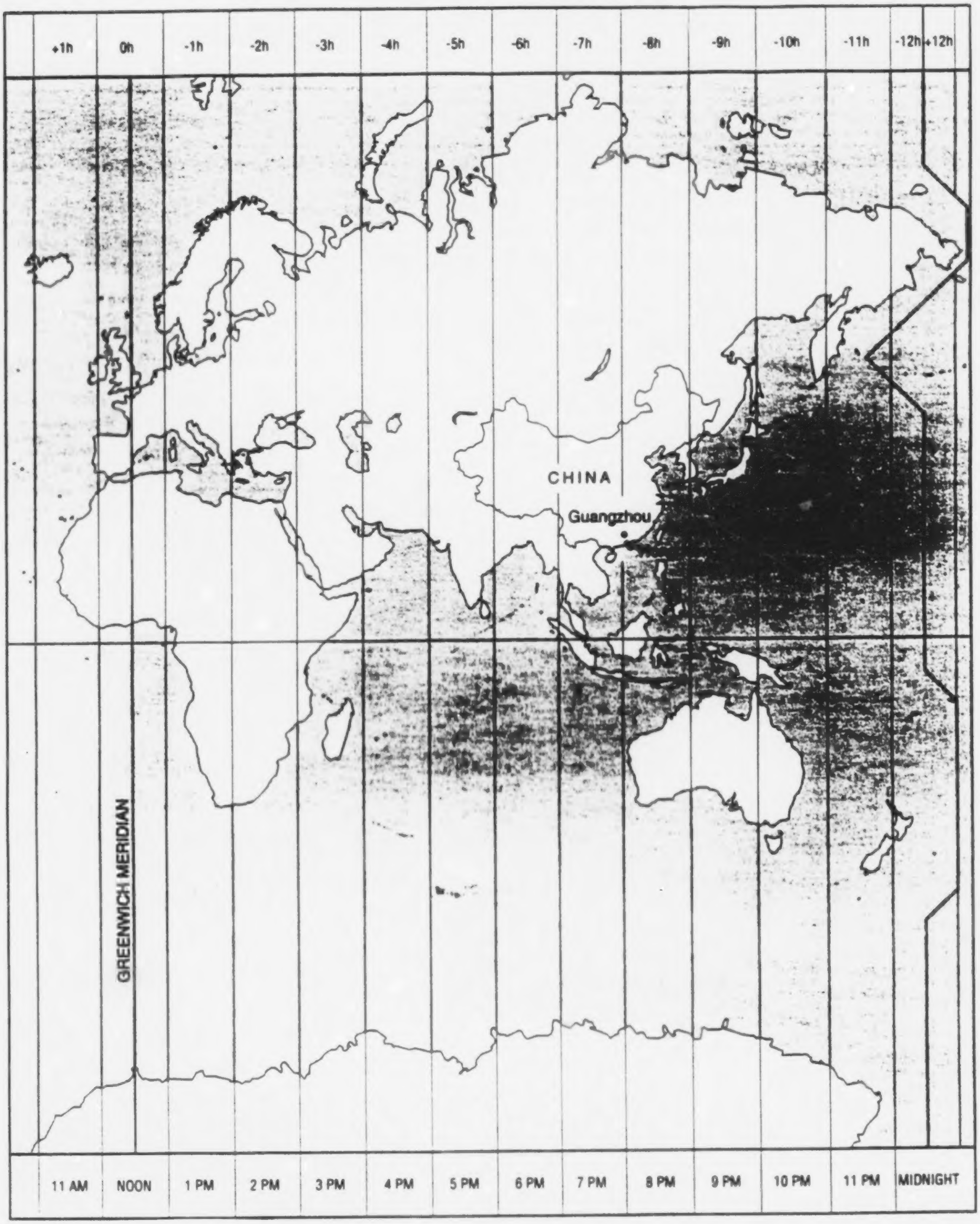
Student Activity Sheet 3A

Time Zones of the World


-11h
-12h
+12h
+11h
+10h
+9h
+8h
+7h
+6h
+5h
+4h
+3h
+2h
+1h
INTERNATIONAL DATE LINE
New York City
Haiti
MONDAY
SUNDAY
11 PM
MIDNIGHT
1 AM
2 AM
3 AM
4 AM
5 AM
6 AM
7 AM
8 AM
9 AM
10 AM
11 AM

Student Activity Sheet 3A (continued)

Time Zones of the World


+1h
0h
-1h
-2h
-3h
-4h
-5h
-6h
-7h
-8h
-9h
-10h
-11h
-12h
+12h
CHINA
Guangzhou
GREENWICH MERIDIAN
11 AM
NOON
1 PM
2 PM
3 PM
4 PM
5 PM
6 PM
7 PM
8 PM
9 PM
10 PM
11 PM
MIDNIGHT

Student Activity Sheet 3B

What Time Is It in ______?

As you know, the earth makes a full turn every 24 hours. When a side of the Earth turns away from the sun, it becomes nighttime there. For the side of the Earth that turns toward the sun it becomes daytime.

There are 24 time zones in the world. The countries of the world have agreed to use Greenwich, England, as the base for setting the time zones of the world.' East of Greenwich, England, each time zone adds one hour—making the time one hour later than the time in Greenwich. To the west of Greenwich, each time zone subtracts one hour—making the time one hour earlier.

To figure out the time for a place in the world, you must count the time zones from Greenwich, England, and add or subtract the hours from Greenwich time.

Directions: Use the map on Student Activity Sheet 3A to answer the following questions.

- What time is it in Hong Kong if it is noon in Greenwich?
- What time is it in Puerto Rico if it is noon in Greenwich?
- Now answer the same questions if the time is 1 PM in Greenwich?
- How many hours difference is there between the time in Greenwich and the time in New Zealand? If it is noon in Greenwich what time is it in New Zealand?

Teaching Activity 4

Objective

Students will be able to:

- compare and contrast experiences on arriving in New York City with the experiences of Jennifer's family.

Suggested Activities

- Ask the students who remember what it was like to arrive in New York to explain their reactions to the class.
- Distribute Student Reading 4 and have the students read that section of the story and respond to the discussion questions you choose.
- Have students continue work on their stories to include their arrival and/or their first reactions to New York. Those that have completed their stories may work in groups to read and revise them.

Follow-up Activities

Students can:

- Illustrate their story or Jennifer's story up to the point of arrival in New York City.
- Choose a part of their story or Jennifer's story to write in the form of a scene.
- Find out the following about the different kinds of money that mainland China, Taiwan, and Hong Kong each have:
  - — How many Chinese yuans (used in mainland China) are equal to a United States dollar?
  - — How many Hong Kong dollars are equal to a United States dollar?
  - — How many New Taiwan dollars are equal to a United States dollar?

  The information may be found in the business section of the *New York Times* or at a bank that advertises foreign exchange. Students should put the information in a bar graph. Also, students can present some mathematical problems based on exchanging money from United States dollars to Chinese currency and vice versa.
- Write or present a plan that would make arrival easier for immigrants to the United States.
- Research why fruits and plants are not allowed on passenger flights into the United States. Students can research this by contacting airlines and/or the Department of Agriculture of the United States Customs Office. Students explain whether or not their ideas were correct.

Student Reading 4

Journey to a New Life

Inside the airport we had to get fingerprinted. We were searched and had our pictures taken. After all that, we had to open up all our luggage for inspection. A lady found the apples and oranges that were left over from our plane ride and took them away. I thought she was greedy to have taken them. I had saved them for when we got off the plane and felt hungry. Mom said that we were not supposed to have brought them with us from the plane because they do not let fruit or those sorts of things into the country.

My father, my uncle, and his girlfriend were right outside the door when we came out of the plane. We were all very happy to see each other. My father said he was taking us to eat in Chinatown on our first night here. As we came out of the airport in my uncle's car, I was amazed at the lights, the bridges, and the buildings that we passed by on our way to the restaurant. I could hardly believe my eyes.

After supper, we went to the apartment which would be our new home. The apartment was huge compared to my aunt's in Hong Kong and to our house in China. The New York apartment had only one bedroom, but that alone was bigger than our house in China. There were tons of furniture in the apartment: a sofa, a television set, a wall unit, two bunk beds in the living room, and a large table and six chairs in the kitchen. My brother, sister, and I were to sleep in the living room.

We were not able to sleep that night no matter how we tried because we were not used to the time difference. It took us at least two weeks to get used to the difference in the time zones.

Discussion Questions

- Why were Jennifer and her family fingerprinted? Why were they searched and photographed?
- Did you come to New York City from another country? How was your experience the same or different from Jennifer's?
- Why were the oranges taken? What does Jennifer think is the reason?
- Why do customs officers not let fruits and plants into the United States?
- How does the family celebrate their reunion? Is that a good choice? Why?
- How does Jennifer react to New York? How was your reaction like or unlike Jennifer's?
- Why can't Jennifer and her brother and sister sleep?
- How is Jennifer's story similar to and different from your own?

Teaching Activity 5

Objectives

Students will be able to:

- identify common problems of adjustment in arriving in a new country.
- locate New York City's Chinese communities.
- become familiar with some differences between the English and Chinese languages.

Suggested Activities

- Ask the class what kinds of adjustments new arrivals have to make. Distribute Student Reading 5 and have the students read in groups or pairs the section and respond to the discussion questions. Call on different students to share with the class the discussion of different questions.
- Ask students to develop a list of questions they would like to ask Jennifer about this period of her life. Have other students think of possible answers to the questions.
- Distribute Student Activity Sheet 5A, "Interviewing People for Their Oral Histories." Explain to students what oral histories are. You might want to discuss with them why it is important to record oral histories and what might be the best means of recording these stories. Then guide students in formulating a set of interview questions for recording the oral histories of their family and friends.
- Have students interview a family member or friend using the questions they have developed. As an alternative you might want to use the "Sample Interview Sheet for a Community Member." The focus of that interview, however, is on the events in a community rather than an individual person's experiences.
- Distribute Student Activity Sheet 5B, "Chinese Communities in New York City," and have students answer the questions.
- Have the entire class discuss how language is related to culture. Ask students to explain how learning to write in Chinese is different from learning to write in English. Distribute Student Activity Sheet 5C, "Writing in Chinese and English." Have students write in English and in Chinese the names of the numbers.

Follow-up Activities

Students can:

- Invite parents and community members to talk about their experiences as new arrivals. Have the class prepare a list of 10 to 15 questions to ask the guests.
- Develop by themselves or in small groups plans for creating a multicultural classroom.
- If students are not able to write in Chinese, invite other students, parents, or community members to give a lesson in writing some of the more complicated Chinese characters.
- Explore and map a particular area of an ethnic community and mark businesses and community organizations on the map. Create a legend to explain the map.
- Survey an area of an ethnic community, counting the types of businesses, etc. See page **119** for the sample form, "Community Survey."
- Interview a member of an ethnic community about the community. See page **118** for the form, "Sample Interview Sheet for a Community Member."

- Interview a new arrival, with an interpreter if necessary. Students should ask questions so that they can learn the differences between schools in the student's home country and in the United States. Students then explain these differences to the class.

- Read a subway map and find the route that Jennifer would take from the Bronx to Chinatown in lower Manhattan. (Students can ask a family member or the token seller for a map.) Have students draw their own map of the route.

- Write a report or make a chart showing some differences between the English and Chinese languages. Include information about Chinese oral languages and the written language.

- Research and report on the Guangzhou area of mainland China, Taiwan and/or Hong Kong, where most Chinese immigrants come from. Students should include information about the geography, climate, population, language, and government of each place. Students can get information on Taiwan from the Tourist Representative Travel Section, Taipei Economic and Cultural Office in New York. For more information on Hong Kong, students can contact the Hong Kong Tourist Association. Use the Manhattan telephone directory for addresses and telephone numbers. If interested in researching more that one area, students can include a chart that shows the differences between each place they have researched.

Student Reading 5

Journey to a New Life

After the American New Year, we registered to go to school in Chinatown, an hour train ride from where we lived in the Bronx. My father decided to enroll us there because they have Chinese bilingual classes. He was afraid that we would be laughed at or made fun of for not knowing English, as his friends' children had been. We did not even know the alphabet.

We went to that school for a whole year. Every morning we got up at five o'clock and my mother would take us to school, and then she would go to work in a factory nearby. After school, she would pick us up and take us back to work with her, having us remain on the stairs in her factory because kids were not allowed inside. We would wait there, doing our homework and taking short naps until she got off work. We would get home every night at nine o'clock. My mom would then cook dinner and we would eat at ten. We would watch a little television and then go to sleep.

After about six months, we finally convinced mom to let us go home by ourselves. A few times we got lost and ended up in a police station, waiting for my parents to pick us up. Finally, we managed to get to the stations the right way and stopped getting lost.

A year later, my parents transferred us to one of the schools in our neighborhood. By that time we had learned a great deal of English, only we did not dare to speak it except in our house. We were afraid people would laugh at us for not speaking the language properly. However, we were able to adapt quickly to our new school. We did not make as many friends as we had in Chinatown, but we were happy that we did not have to travel so far away to school every morning. And the teachers we had were very friendly and very nice.

While we went to school, my parents worked. My mom worked in factories in Chinatown, while my father worked in his restaurant close to our home. They both worked at least twelve to thirteen hours a day. We hardly got to see them. I took care of my brother and sister while our parents were at work. Whatever time our parents were able to spend with us, they would always encourage us to study and do well in school. They constantly reminded us of how important it was to have a good education so that we wouldn't have to work long hours the way they did.

Even though they themselves did not know too much English, they tried to help us with our homework. They were always there, willing to help. They were always encouraging and supportive. Although their ways of thinking and the way they disciplined us was a bit traditional, they valued freedom of choice. They never limited us in the choices we made. As we grew older and our ideas began to differ, they always tried their best to understand.

Discussion Questions

- The children waited until after the American New Year to start school. When is the Chinese New Year? How is it similar to and different from the American New Year?
- Why do the children have to travel so far to go to school? Would you have made the same decision? Explain.
- Why was Jennifer afraid to speak English?
- Have you ever been afraid to speak? Why?

- How can this classroom be a place where no one is afraid to speak?
- How do Jennifer's parents feel about education?
- What do they want for their children?

Student Activity Sheet 5A

Oral History Interview

History is not only big events that affect nations and the world. History is what happens to people and how they live their lives. You and your family have a history. That history is important. What do you know about your own family's history. How can you find out more? One way to learn about our family's history is to interview members and friends of your family and write their stories. What questions would you ask to learn their stories?

Directions: Below are some ideas for topics. Think of one or more questions you might want to ask about each topic.

The Native Country

Knowledge of America before Leaving

Preparation for the Trip

Traveling to the United States

First Impressions of New York City

Adjustment to the New Culture

____

____

____

____

Experiences at School

____

____

____

____

Learning English

____

____

____

____

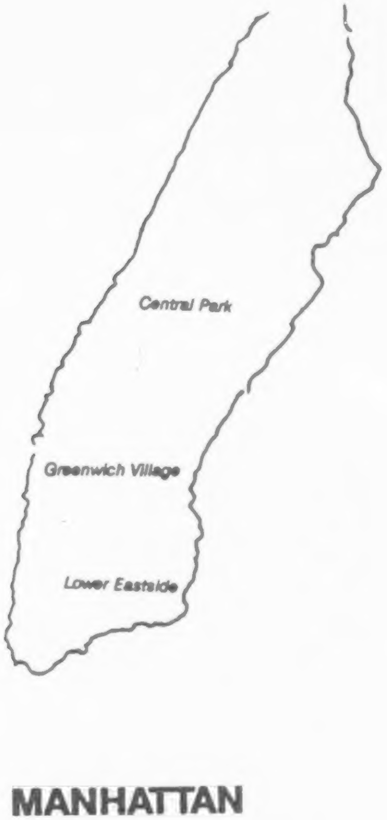
Student Activity Sheet 5B

Chinese Communities in New York City

Jennifer traveled to Chinatown to go to school. There are many Chinatowns throughout the United States. These towns were formed when Chinese were forbidden to live in other areas of cities. Major Chinatowns are in New York, Boston, Los Angeles, Seattle, and San Francisco, which has the largest and oldest. Visitors to these parts of cities enjoy the many curio shops, restaurants, and stores selling Chinese foods. However, many tourists forget that Chinatown is the home of tens of thousands of Chinese-Americans and new immigrants, many of whom live in crowded housing and work in restaurants, laundries, and sewing factories, known as "sweat shops."

Directions: Read the description of where the main Chinese communities are located. On the maps of Manhattan, Brooklyn, and Queens locate the main Chinese communities and mark the map with an arrow or a circle.

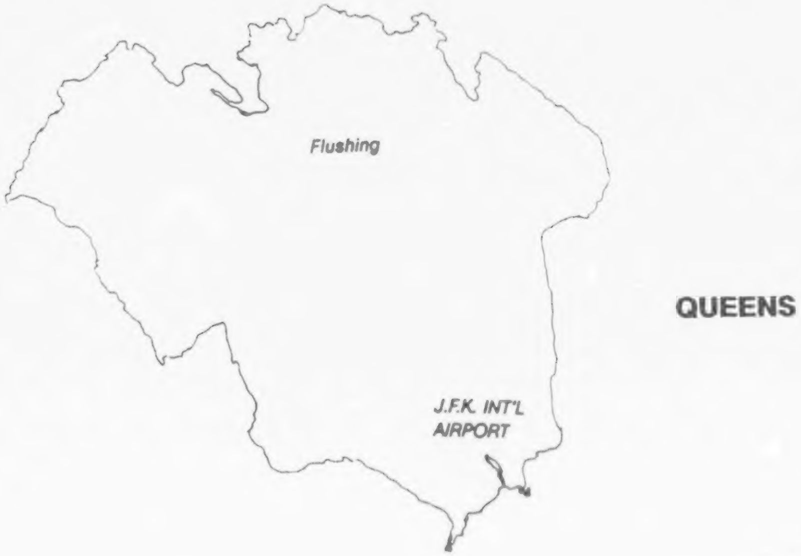
Chinatown, in Manhattan, is located on the lower east side. It remains the hub of the city's mainland-Chinese communities. Many new immigrants from Hong Kong have settled in Sunset Park in Brooklyn, and tens of thousands of Taiwanese have settled in Flushing, Queens. However, not all Chinese immigrants settle in these communities; there are Chinese-Americans living throughout the city. Among the new immigrants are also Chinese people who came from Vietnam and Cambodia.

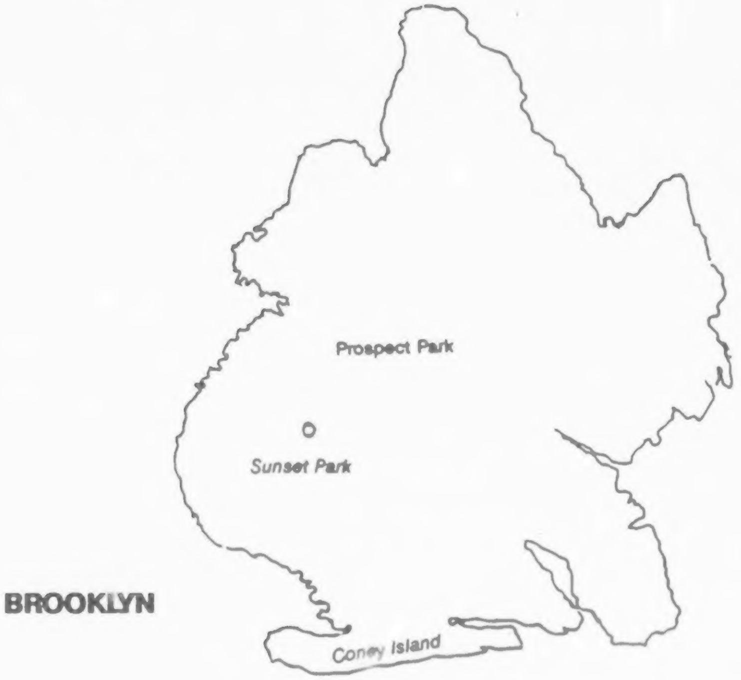


MANHATTAN

Student Activity Sheet 5B (continued)

Chinese Communities in New York City


Flushing
QUEENS
J.F.K. INT'L AIRPORT


Prospect Park
Sunset Park
BROOKLYN
Coney Island

Student Activity Sheet 5C

The Chinese Written Language

The Chinese written language is very old. People have been using it for thousands of years. Pictures, called characters, are used instead of letters, and each character stands for an idea. One must use a brush and ink to make these characters.

Chinese children are taught to read and write it in school. Look at the Chinese characters carefully and then see if you can read the sentence at the bottom of the page.

mountain	山	person (people)	人
fire	火	water	水

One day the was on and some used to put out the

Student Activity Sheet 5 (Continued)

THE CHINESE WRITTEN LANGUAGE

Study the Chinese characters below. Then read the story about Jennifer's daily life.

一	one
二	two
三	three
四	four
五	five
六	six
七	seven
八	eight
九	nine
十	ten
點（鐘）	o'clock
分（鐘）	minute
小時	hour

Jennifer gets up at 五點 every morning. She eats her breakfast at 六點二十分. After breakfast her mother takes her to school. It takes them 一小時 to get to the school by train. School starts at 八點四十分 and ends at 三點. After school, she goes to her mother's factory. She does her homework and takes a nap there while waiting for her mother. Her mother gets off work at 七點三十分. By the time they get home, it is almost 九點. They eat dinner at 十點， watch television a little while, and go to bed at 十一點.

Teaching Activity 6

Objectives

Students will be able to

- analyze the importance of education.
- explain how other people have helped them in their lives so far.

Suggested Activities

- Ask the students what they see themselves doing 12 years from now. What will their lives be like? What are their goals?
- Distribute Student Reading 6 and have students respond to the discussion questions in small groups. Explain that each group is to choose particular students to share their answers with the whole group.
- Lead the whole class in discussing reasons that support the statement, "Rewards are most appreciated if they are attained through hard work and determination."
- Ask the students to think of people who have helped them. Distribute Student Activity Sheet 6, "Thank you to ______." Give students some time to talk in partners or small groups about who have helped them before doing the activity.

Follow-up Activities

Students can:

- Select one of the persons they chose to thank and revise what they have written. Students can add illustrations and submit the finished product for inclusion in a class book.
- Research possible careers, at least three, and list the requirements for each one.

Student Reading 6

Journey to a New Life

Twelve years later, I am now a college graduate with a B.A. in business administration from Baruch College. My brother is a junior at Boston University, majoring in aerospace engineering, and my sister is a freshman at Hamilton College. I will be going back for my master's degree soon, and I hope to obtain a doctoral degree some day.

As I sit here writing the story of this part of my life, I realize that I would not be where I am today if it were not for my parents' support and encouragement and the many teachers, friends, and relatives who helped me along the way. I would like to take this chance to thank each and every one of them for their support and contributions to my life, especially my parents.

To the readers of my story, I hope that reading it will help you remember some of the people who helped you get to where you are now. I also hope that you will always appreciate what you have accomplished, and not forget where you came from. Your parents and relatives went through a lot to bring you to the United States so that you could have a better future. My parents always said that rewards are most appreciated if they are attained through hard work and determination.

Discussion Questions

- How do you think the parents helped Jennifer and her brother and sister to do well?
- What is your own belief about the importance of education?
- How have you been helped by other people in your own life?
- How have you helped someone else?
- What does the writer of the story mean when she says, "I hope you will always appreciate what you have accomplished"?
- What did Jennifer and her family accomplish?
- What do you think are the most important things you have accomplished?
- How can you explain the idea that "Rewards are most appreciated if they are attained through hard work and determination"? Do you agree? Why or why not?
- Do you agree with the advice, "Do not forget where you came from"? Explain. How can people remember where they came from?

Student Activity Sheet 6

Thank You to ___________

Directions: Choose three people who have helped you. Describe who they are, how they have helped, and how you would like to thank them.

Name of Person ________________________________

Name of Person ________________________________

Name of Person ________________________________

Teaching Activity 7

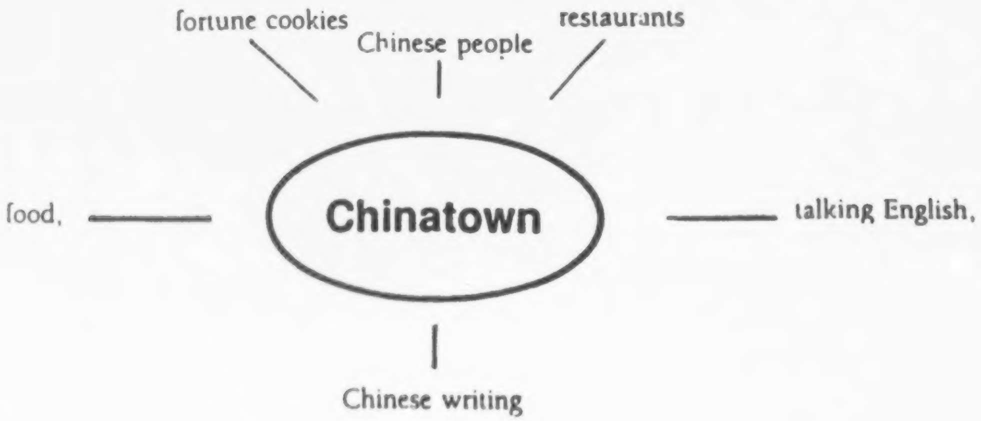
Objectives

Students will be able to:

- explore how people form impressions of a community.
- analyze reasons why ethnic communities are formed.

Suggested Activities

- Write down images of Chinatown on the board in a semantic map.



- Discuss how people form impressions of a community. Survey the class to find out how they formed their impressions of Chinatown and whether they are from first hand experience.
- Divide the class into groups and have each group write as many answers as possible to the question: Why do people of the same ethnic group or same region live together in a community?
- After recording all reasons, have the groups organize their answers into categories, eliminating answers that are duplicates. The following are some sample categories for organizing the reasons: historical, social, economic, political, cultural, and language/linguistic.
- Call on a spokesperson to present each group's answer to one of the categories. A recorder from the group should write the answer on the chalkboard at the same time. Encourage other groups to add to the category.
- As a final step, distribute Student Activity Sheet 7, "Reasons for Living in Ethnic Communities."
- Have students compare and contrast the list on the chalkboard with the reasons on the activity sheet. Encourage students to elaborate on the reasons using examples from their own communities.
- Discuss the following: How do ethnic communities create a rich, living history for themselves and for the United States?

Student Activity Sheet 7

Reasons for Living in Ethnic Communities

Directions: Read the reasons for living in ethnic communities that are listed below. Label each reason as "H" for historical, "P" for political, "S" for social, "E" for economic, "C" for cultural, or "L" for linguistic/language. More than one category may apply to some of the reasons.

__________ Due to past experiences, when they were prevented from living in other places.

__________ To support each other like a family.

__________ To protect each other from prejudice and discrimination.

__________ To give each other hope and keep their dreams alive while enduring hardship.

__________ To meet desires for ethnic food, entertainment, and culture.

__________ To speak to each other in the native languages.

__________ To help the community by starting businesses and buying products in the community.

__________ To live close to friends and relatives.

__________ To organize for political power.

__________ To form community organizations to help the community.

__________ To maintain a sense of cultural pride and identity.

Add any other reasons below:

____

____

____

____

How do ethnic communities create rich, living histories for themselves and for the United States?

____

____

____

____

Teaching Activity 8

Objectives

Students will be able to:

- identify significant events in the history of the Chinese-American experience.
- analyze how different factors and events affect immigration patterns.
- explain the relationships among political, economic, and social factors.

Suggested Activities

- Draw on the chalkboard a family tree, filling it in with your own family or with the family of a student who volunteers. Elicit from the students how the tree shows the history of a family.
- Ask: How can we show the history of a people?
- Discuss the concept that history is both the story of how ordinary people lived (social history) and of how important events came about and what they meant (political history).
- Divide the class into groups and distribute to each group Student Activity Sheets 8A, 8B, 8C, and 8D, "History of Chinese-American Immigration." Each activity sheet covers a different time period.
- Ask each group to read the events on the activity sheet and then choose two events and explain how these influenced patterns of immigration. Explain that any person in the group may be called on to present the group's ideas.
- Have a recorder from each group list on the chalkboard their selected events in chronological order along with any notes the group wishes to add. Allow time for the other groups to elaborate on each presentation so that they can present additional events from their sheets that will clarify the many factors that affect the immigrant experience.
- Next, ask each group to look at the chronology on the chalkboard and on their handouts and use the information to answer one of the following questions.
  - — How did immigration policy or legislation affect the Chinese-American experience?
  - — How are both economics and racism shown in the attacks on Chinese immigrants? Give your opinion on whether or not these two factors are always interrelated.
  - — How did war affect the immigrant experience?
  - — How did economic development affect the perception and treatment of Chinese immigrants?
- Have each group report their findings to the class.
- Discuss how these factors and events are related to each other.
- Ask students to write out an answer to one of the questions below.
  - — What are the circumstances in the native country which "pushed" immigrants (and refugees) out?
  - — What are some of the circumstances in the United States that "pulled" them in?
  - — What were some of the reasons the different Chinese immigrant groups came to the United States?
  - — What were some of the reasons that Chinese immigration stopped or decreased?
  - — Is life in the United States easier or harder now for a Chinese immigrant? Why? What types of obstacles still exist for Chinese immigrants?

Follow-up Activities

Students can:

- Select specific aspects of the immigrant experience in the United States and compare those aspects in the Chinese-American experience with those of other Asian-Americans or other immigrant groups in the United States.
- Show the experiences of a Chinese pioneer portrayed in film, literature, poetry, and painting by making a scrapbook or photograph journal.
- Read ""We're Not New Here!" Says Playwright Frank Chin" and discuss the issues in a panel discussion or oral report.
- Write an outline for a play about their families. Students can start with a few lines of dialogue for each character and stage a scene.
- Read *West Coast Chinese Boy* by Sing Lim and describe the experience of early pioneers.
- Draw a population line graph for the United States from about 1800 to the present, plotting a separate line in a different color for Chinese. Students should observe significant variances over time (for example, 1840 to 1890) and then give a report on how dips and rises in the population curve are affected by immigration and exclusion laws. Students can then add other lines for other immigrant groups.
- Read stories in Chinese or English about earlier immigrants.
- Write and present a play about any particular theme using colorful costumes and background music by students.
- Read stories about the building of the transcontinental railroad and other contributions that early Asian immigrants made.
- Write a letter to a family member from the perspective of a new immigrant during the late 19th or early 20th century. Describe specific experiences you had and observations you made about what America had to offer.
- Research the contributions made by Chinese-Americans to the building of America.

Student Activity Sheet 8A

History of Chinese-American Immigration from 1784 to 1860

1784: The first ship from the United States arrives in China to open trade. The ship returns with three Chinese sailors. When the ship returns to China, the three men are left in the United States. There is no further record of what happened to these earliest immigrants.

1842: China is defeated by the British Empire in the first Opium War. China is forced to pay indemnities (fines) of 21 million silver dollars and cede (give up) to the British the island of Hong Kong. Peasant farmers are heavily taxed to pay the indemnities.

A series of floods and crop failures in southern China lead to poverty and famine among peasant farmers.

1847: Three Chinese students arrive in New York City for schooling. One of them, Yung Wing, graduates from Yale in 1854, becoming the first Chinese to graduate in the United States.

1848: The Gold Rush draws Chinese to California to mine gold. Many immigrate as indentured servants. However, the bulk of Chinese immigrants come later for the jobs in building railroads and in other industries, most of which work pays poorly.

1852: California imposes a Foreign Miner's License Tax. Three dollars is collected each month from every foreign miner who is not being naturalized (granted citizenship) or is prohibited by law from becoming a citizen. (The purpose of this tax was to reduce the number of Chinese immigrating to California as well as to discourage Chinese from mining for gold.)

1854: A law forbids Chinese to testify in court against whites, depriving Chinese of legal protection. Chinese endure repeated acts of violence.

1859: Chinese are excluded from public schools in San Francisco.

1860: The Burlingame Treaty recognizes the right of free migration and immigration on the part of citizens of the United States and China.

Student Activity Sheet 8B

History of Chinese-American Immigration from 1861 to 1900

1869: The transcontinental railroad is completed. Chinese laborers built most of the western section.

1870: The Naturalization Act makes all immigrants except Chinese eligible for citizenship. Further, it forbids the entry of wives of Chinese laborers.

The Cubic Air Ordinance in San Francisco requires 500 cubic feet of air per person in all dwellings. If too many people are living in an apartment, they can be arrested. This law is enforced only in overcrowded Chinatown.

San Francisco passes an ordinance (a city law) requiring any Chinese arrested to submit to having his queue ("pigtail") cut off. (This punishment is severe since Chinese could not return to China without their queue. At that time, China was ruled by a people called the Manchu. The Manchu required all Chinese to wear queues to distinguish them from people of Manchu origin. The queue soon became a badge of honor for Chinese and anyone without one was beheaded).

1871: Anti-Chinese riots break out in Los Angeles and other cities. Law enforcement agencies do little to stop the violence or protect Chinese. A mob of whites shoot and hang 20 Chinese in one night in Los Angeles.

1880: California sets fines for employers hiring Chinese workers.

1882: The Chinese Exclusion Act prevents for 10 years the immigration of Chinese laborers, but lets other Chinese, such as students and travelers, into the United States for short stays. Also, the act excludes from naturalization Chinese who had previously immigrated. (This law makes it easy for Japanese immigrants to replace the Chinese as a source of cheap labor.)

1885: A mob made up of mostly out-of-work whites hit hard by the recession riot against Chinese in Rock Springs, Wyoming. White miners kill 28 Chinese during the rioting. They are never tried for their crimes.

1892: The Geary Act prohibits Chinese immigration for another 10 years.

Student Activity Sheet 8C

History of Chinese-American Immigration from 1900 to 1950

1902: Congress continues the law against Chinese immigration.

1906: The San Francisco school board rules that all persons of Asian ancestry must attend segregated schools in Chinatown. Japan, by now a world power, intercedes on behalf of its citizens, who are exempted.

1906 A major earthquake in San Francisco destroys all municipal records, opening the way for a new wave of Chinese immigrants. Male immigrants claim they are United States citizens and exercise the right to bring their wives and children to America.

1910: Angel Island is established as a detention center for those Asian, non-laboring classes desiring entry into the United States There are long delays, sometimes a full year, while people live in difficult conditions.

1913: The Alien Land Law in California prohibits Asian immigrants who are not citizens from owning agricultural land or leasing it for more than three years. Japanese-Americans circumvent this law by purchasing land under their American-born children's names.

1920: Asian immigrants can no longer lease land or purchase land in the names of their children.

1924: The Immigration Act of 1924 declares that no one ineligible for citizenship may immigrate to the United States. (This act is aimed specifically at the Japanese, since earlier laws had restricted Chinese and Asian-Indian immigration.)

1943: In light of China and the United States being allies in World War II, the Magnuson Act repeals (does away with) the Chinese Exclusion Act of 1882. A quota of 105 people per year set for Chinese immigration.

1945: Congress passes the War Brides Act, allowing 6,000 Chinese women to enter the United States as brides of Chinese-American soldiers.

1947: Congress passes the Displaced Persons Act, giving permanent resident status to 3,500 Chinese visitors, seamen, and students caught in the United States because of Chinese civil war.

California repeals the law banning interracial marriages.

1949: The United States breaks off diplomatic ties with newly formed People's Republic of China.

Student Activity Sheet 8D

History of Chinese-American Immigration from 1951 to 1990

1952: The McCarran-Walter Act makes Chinese and other Asian immigrants, many of whom have lived in the United States for decades, eligible for citizenship. It also sets up a quota system that favors European immigrants over Asian immigrants. For example, only 100 immigrants per year are allowed entry from each Asian country, compared to 2,500 per year from Germany and 6,000 per year from Italy.

1953: The Refugee Relief Act allows 3,000 Chinese into the United States as refugees of the Chinese civil war.

1962: The National Origins Act raises Asian immigration to 20,000 per year for each independent country outside the Western Hemisphere, reversing decades of discrimination against Asian immigrants. It also establishes a new system of preferences for selecting who from each country can come to the United States. For example, first preference is given to family members of an American citizen.

1967: The United States Supreme Court rules that laws against intermarriage between Caucasian and Asian persons are unconstitutional.

1973: Based on a case involving students in San Francisco's Chinatown, the United States Supreme Court decides that bilingual education is required for non-English speaking students.

1978: Chinese flee from their homes in Vietnam and other parts of Southeast Asia because of persecution.

1982: Vincent Chin, a Chinese-American, is murdered in Detroit by two unemployed autoworkers who reportedly mistake him for a Japanese, who they blame for their plight They were acquitted, never serving a day in prison for their crime.

1987: The Immigration Reform and Control Act of 1985 is passed, raising the quota for immigrants from Hong Kong from 600 to 5,000 a year. It also allows aliens (foreign residents) who were in the United States prior to January 1, 1982, to apply for temporary status and to become United States citizens. There are no changes in the preference system which allows for family reunification.

Teaching Activity 9

Objectives

Students will be able to

- describe the hardships faced by Chinese immigrants on Angel Island.
- compare and contrast the experiences of that time with experiences today.

Suggested Activities

- Read the following scenario to students:

  > Imagine that you are forced to leave your home in the United States because of poverty, unemployment, famine, or war. You decide to go to another country because you have heard stories about people who have returned after making their fortunes and you plan to do the same—make your fortune and return when conditions in your homeland improve.
  >
  > After borrowing a large sum of money for your voyage and sailing thousands of miles, you reach your destination. Upon your arrival, officials meet you at the dock and detain you. You notice that other immigrants are allowed to go ashore almost immediately. The officials take you and several other immigrants of your nationality to an island enclosed with barbwire. You are lead into a run-down wooden building. You realize that none of the immigrants who went ashore were of your nationality. You are told you will be detained indefinitely.
  >
  > You are provided with a small room, furnished with triple bunks, which you share with twenty to thirty others. In the days that follow, you are asked to prove that you deserve to be admitted by answering detailed questions about your home and family and by passing medical tests. In the meantime, you are escorted to every meal by guards and are served a combination of low-quality meat, vegetables, and rice steamed into a soupy stew. In speaking with other immigrants, you discover that some have been there for over a year and others have been deported.

- Ask the class to describe how they would respond.
- Distribute Student Activity Sheet 9, "Angel Island: First Stop for Chinese Immigrants." Have the students read the material and discuss what problems this process would present.
- Ask the class to make up a list of detailed questions about their school (teachers, rooms, buildings) to be used in the next activity.
- Then have the class count off in threes, with the "ones" forming Group 1 and going to one part of the room, the "twos" forming Group 2 and moving to another part of the room, and the "threes" forming Group 3 in another part of the room. Students in Group 1 will be inspectors. Each inspector will select a student from Group 2 to question, using the questions about the school. Assume that each student from Group 2 is admitted. Then the inspectors will select a student from Group 3 to question, asking exactly the same questions. Any student from Group 3 who does not answer the same way as the student from Group 2 will not be admitted.
- Discuss the results.

Follow-up Activities

Students can:

- Research the 1965 immigration bill signed by President Kennedy and explain how it changed the regulations for Chinese immigration. Students can also research Chinese immigration in the 1960s and 1970s.

  The following is a brief account of the Chinese immigration in the 1960s and 1970s that you can mention to the students who are interested in particular aspects of that immigration.

  Chinese came to America from Taiwan, Hong Kong, and Southeast Asia. They spoke different dialects and many of them practiced customs different from the Cantonese, who had immigrated to America earlier. There are Chinese from the Philippines, Thailand, Malaysia, and Indonesia. Many Chinese newcomers are refugees. After the Vietnam war, many ethnic Chinese left that country. Some fled racial persecution by the new Vietnamese government. They left on boats, and many drowned when their crafts capsized. The more fortunate were picked up by rescue ships and eventually came to the United States. These Chinese went through great hardships to come to this country and have become our new citizens, ready to adapt themselves to their adopted land.
- Read the story of an immigrant from China, Vietnam, Cambodia, or another country and report about their experiences to the class. Students should include details about the kinds of boats they came on, how long the trip took, and any hardships they suffered on the way.
- Explain the difference between an immigrant and a refugee.
- Report on another ethnic group that has recently come to America as refugees or immigrants.
- Find out what the inscription is on the base of the Statue of Liberty and discuss its meaning. Has the United States lived up to these words in the past? In the present?
- Read about Ellis Island in New York City—the first stop for European immigrants. How were they treated in comparison with the Chinese who came to Angel Island?

Student Activity Sheet 9

Angel Island: First Stop for Chinese Immigrants

On a beautiful island in San Francisco Bay, there still stands the immigration barracks where thousands of Chinese once stayed. From 1910 to 1940, Angel Island Immigration Station was used for detaining and questioning Chinese immigrants. Some immigrants stayed for a few days, some for months or even years. Because of stiff immigration laws for Chinese, they were investigated to see if they were legal immigrants. For example, Chinese laborers were not allowed in, nor were their families. But Chinese merchants, diplomats, students, teachers, and travelers were allowed entry.

These cruel laws separated many Chinese families. When the wife or children of a Chinese merchant arrived on Angel Island, they were asked many questions. If their answers did not match exactly the ones of their relative, they were deported. If the cases required more evidence or were being appealed, the immigrants were forced to stay in the barracks for that time. In the barracks one can find on the walls sad, beautiful, poems in Chinese calligraphy carved by immigrants waiting to be released.

A nine-year-old boy, who was questioned on Angel Island in 1916, reported the following: "The inspector asked me so many questions, I was constantly afraid. He deliberately frightened me by saying he was either going to send me back to China or keep me in detention." This boy's father had come to California earlier and had sent for him from China. The inspector had asked the father about his family history, and then, to be sure the boy was truly his son, questioned the boy separately for a long time. Here are a few of the questions asked:

1. Who lived on the right side of you?
2. Who were your neighbors on the left?
3. Did the neighbors on the right have a cat? What color?
4. How many windows does your house have? How many stairs?
5. Where was the village school? What is the name of the teacher? How many students?
6. Describe the school house.

How would you evaluate the fairness of this process? Explain your reasons.

Teaching Activity 10

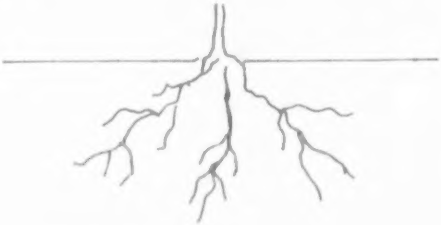
Objectives:

Students will be able to:

- develop a definition of culture.
- give specific examples of the elements that contribute to a culture.

Suggested Activities

- Draw on the chalkboard a simple diagram of the roots of a tree.



  Explain that a person's culture is made up of many different things. A culture can be compared to the roots of a tree. Ask: What are some things that are part of everyone's cultural roots?

- Guide students in naming the elements that make up cultural roots. As each item is named, have a student write it on one of the roots. Continue extending the diagram with a wider and deeper network of roots to include everything that the students name: language, race or ethnic group, food, music, poetry, stories, games, art, religion, traditions, ways of behaving, beliefs, values, history, etc.
- Write the word *culture* on the chalkboard. Encourage the class to write together a definition of "culture." Then have the class compare its definition to definitions in different dictionaries.
- Distribute Student Activity Sheet 10. Divide students into groups. Ask each group to look at the culture collage and respond to the questions.
  - — What do you see in the picture?
  - — What do you think it means?
  - — How does this picture show Chinese culture?
  - — How many elements that we listed as part of culture can you find in the picture? (Tally the students' answers on the chalkboard.) Which ones are missing?
- Ask each student to draw a picture that illustrates his or her culture, putting in as many elements of culture as he or she can.

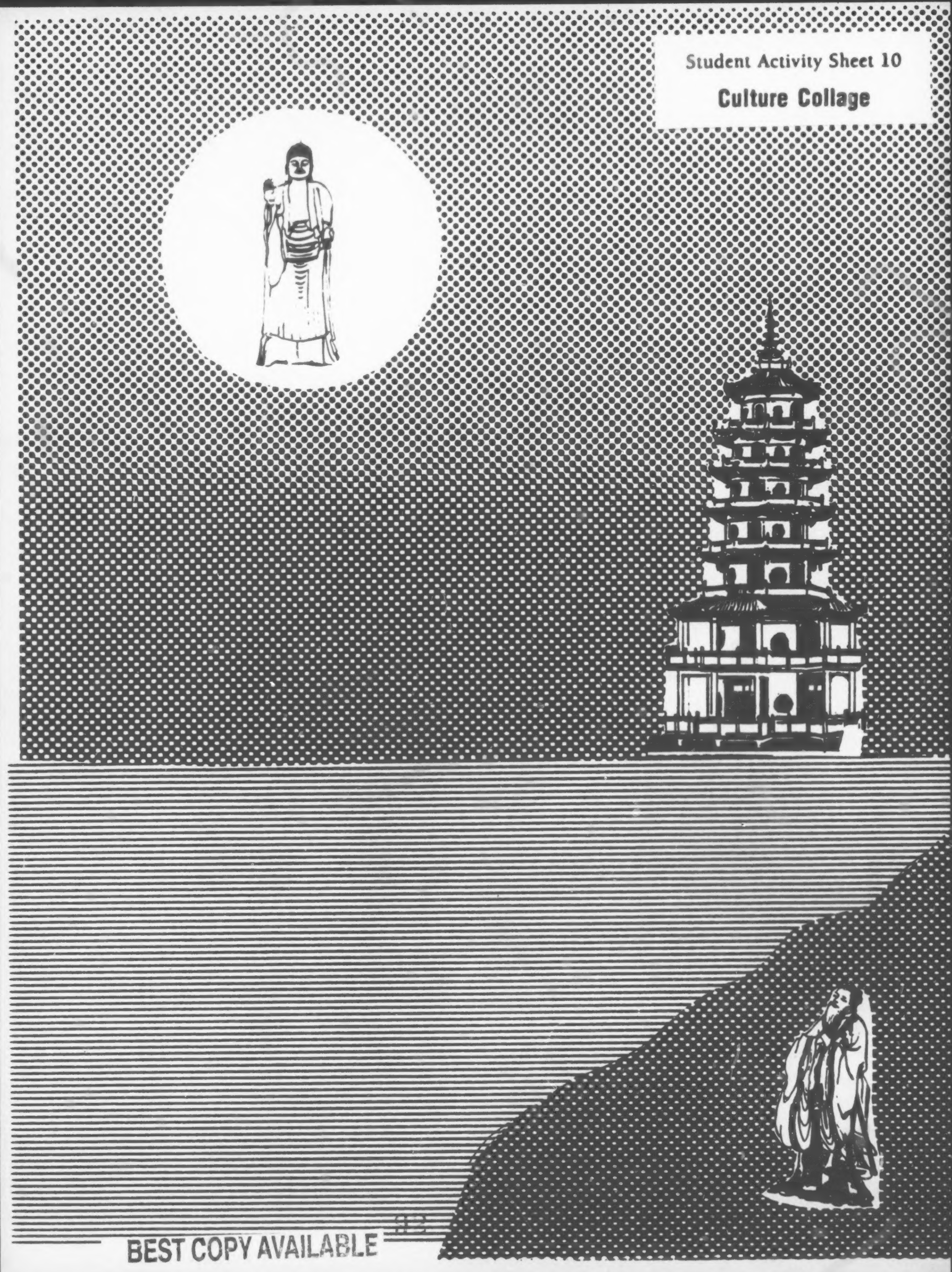
Follow-up Activities

Students can:

- Share their drawings (or read written descriptions if they are uncomfortable drawing) and have the class identify the elements of culture depicted in the pictures.
- Discuss why it is important to know the history of one's culture.

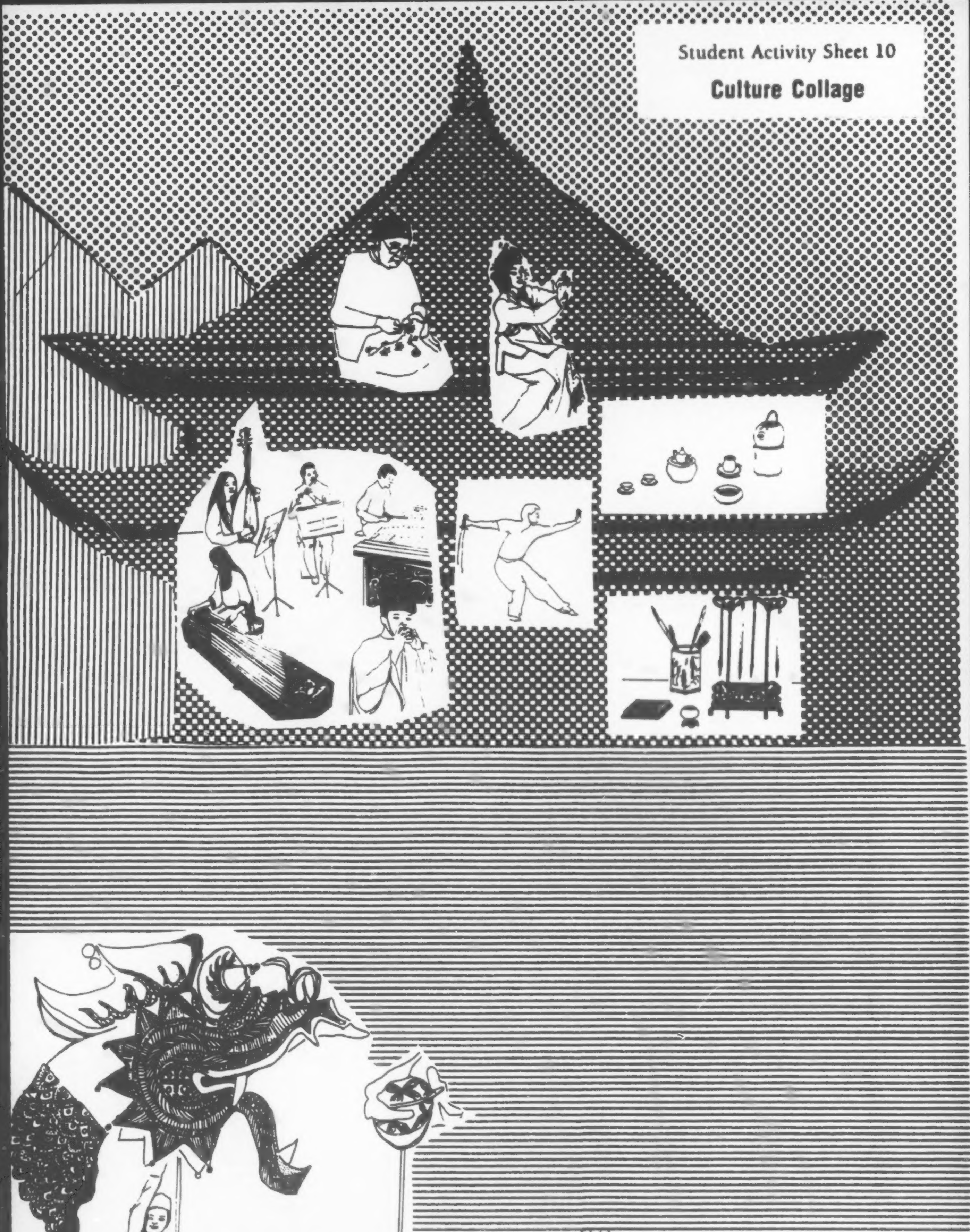
Student Activity Sheet 10

Culture Collage



Student Activity Sheet 10

Culture Collage



Teaching Activity 11

Objectives

Students will be able to:

- explain the concept of multicultural education.
- give reasons why multicultural education is important.

Suggested Activities

- Ask the following questions.
  - — Does every person have a culture? Explain.
  - — What do you think the word *bicultural* means?
  - — How can someone be bicultural? Tricultural?
- Write on the chalkboard:

  "New York City is a multicultural city."

  Then ask the students the following questions:
  - — What does *multicultural* mean?
  - — What are some cultures of people in our city? In our school? In our class?
  - — What can be done to help everyone understand each other better?
  - — How do you think the schools can help people learn to understand and respect each other?
- Explain that the Board of Education has passed a resolution that the schools must give students an education that is multicultural.
- Distribute Student Activity Sheet 7, "What Is Multicultural Education?" which is based on the Board resolution. Have students read the passage and answer the questions individually or in small groups.
- Discuss the idea of discrimination (disrespect based on stereotypes related to ethnicity, race, and nationality) and how it has affected new arrivals throughout history.
- Have the students write a definition or write a slogan that explains multicultural education.

Follow-up Activities

Students can:

- Make a chart of suggestions for reducing discrimination in one of the areas discussed.
- Write a description or draw a picture that illustrates a multicultural classroom.

Student Activity Sheet 11

What Is Multicultural Education?

We who live and work in New York City come from all parts of the world. We are a community of many cultures. In order for all of us to get along together, we need to understand each other's cultures.

A multicultural education means learning that the ways in which we are different because of our roots is important. At the same time, students need to learn to respect and appreciate the heritage of other groups. Our schools should help students learn about the cultures of all New Yorkers.

A multicultural education also means respecting each person as an individual. No one should be treated unfairly or with disrespect because of his or her race, language, or ethnic group.

1. Why is an education that is multicultural needed?

2. Do you think understanding their own cultures will help students understand other peoples' cultures? Why or why not?

3. How can students learn to respect and appreciate the heritage of other students?

4. How does multicultural education help people live together in harmony?

Teaching Activity 12

Objectives

Students will able to:

- explain their ideas for an education that is multicultural.
- devise a classroom plan for multicultural education.

Development

- Ask:
  --"Do you think that teaching about the culture of the students in each class is enough for multicultural education? Explain. What else might need to be done?"

  --Distribute **Student Activity Sheet 12A, "A Multicultural Classroom Plan."** Divide the class into teams of 3-4 students and assign each group to choose the statements they would include in a plan for multicultural education. When they have selected the statements, have them write the numbers of the statements on their activity sheets.

  --Read each statement aloud and ask the groups whether or not they chose to include it. Discuss each statement with questions such as those below.

- What are some examples of how different groups of people have a different view of the same event? How did Californians see the arrival of Chinese in San Francisco in 1848? How did the Chinese see their arrival in 1848 and in 1878?

- Do you think that it is important to learn how different groups contributed to the greatness of the United States? How are Chinese-Americans contributing today?

- Can people help others feel valued and respected? How? How does the way people are treated affect their self-esteem?

- How can understanding among different groups be increased? How are relationships between groups different from relationships between individuals?

- Do you think it is important that students have the chance to learn two languages? What could be done so that more students can become bilingual?

- Briefly discuss the ways in which different students learn best: through looking, listening, working with their hands, needing quiet, being able to work with music, working with others or working alone, etc. Ask the students for ideas about how teachers can teach to meet students' learning styles. Discuss how a person's culture might affect how that person learns.

- What are some examples of ways in which we can learn how to get along better with one another? Discuss the idea of conflict resolution and peer mediation.

- Why is it important to have books, films and other materials that treat all groups fairly? What does it mean to treat groups accurately? (For example, using the correct clothing for the time and place.) Explain that in many old textbooks many groups were left out or were shown in stereotypical ways. How would unfair materials affect the way groups of people see each other?

- When each of the statements has been discussed, have each group select one statement to explain its meaning, give examples and state why it is important. Every member of the group must be able to present the group's answers.

- Have a member from each group present his/her answer. Then have the group work on a plan for implementing that statement in the classroom. When student groups have discussed their ideas, distribute **Student Activity 12B, "Working Out the Multicultural Plan."** Have each group write down its suggestions.

- Collect the activity sheets and assign one member from each group to put all the ideas together and present a fully developed plan to the class. Continue to work on implementing the plan; periodically ask students to evaluate their success in following the plan.

Student Activity Sheet 12A

A Multicultural Classroom Plan

Which of the statements below would you include in a classroom plan for an education that is multicultural?

1. To present history from the points of view of the different groups involved.

2. To help students appreciate how different cultural groups have contributed to the growth of the United States and world civilizations.

3. To help everyone feel valued and respected as a person and as a member of a group.

4. To improve understanding among groups.

5. To increase opportunities for all students to learn at least two languages very well.

6. To encourage different ways of teaching to match the different learning styles of students.

7. To help students learn how to get along better with one another through conflict resolution, peer mediation, and other skills.

8. To review textbooks and other materials to insure that all groups are treated fairly and accurately and to ensure that groups are not left out.

Numbers of statements included in the plan.

Choose one statement and explain in your own words what it means and why it is important. Give an example if possible.

Student Activity Sheet 12B

Working Out The Multicultural Plan

Directions: Write the statement you have chosen. Then make recommendations on how to implement it in the classroom.

Statement:

____

____

____

____

What will we do in the classroom?

____

____

____

____

Who will be responsible for seeing that it is done? How?

____

____

____

____

How will we find out about our progress?

____

____

____

____

Other suggestions and ideas.

____

____

____

____

Appendices

Appendix A: Assessment

Authentic assessment is an on-going evaluation of each student's work. The evaluation is made by examining a collection of the student's work and by observing the student's behavior in academic and social activities during the course of the year.

Authentic assessment is used as a guide for making decisions related to each student's progress and achievement. It also incorporates the student in evaluating his or her progress and performance, thus making the student more actively involved in his or her own learning and development. Furthermore, authentic assessment allows parents and caregivers to understand and appreciate their child's performance at school by looking at his or her work, at teachers' notes and reflections, and the self evaluations of the learner throughout the school year. Too often, the student's formal test scores are considered as the only measure of progress or failure. Authentic assessment helps provide a better grounded evaluation of the process and product of instruction, while expanding the scope of that evaluation.

For authentic assessment to be all encompassing, the teacher needs to establish a system whereby students place their work and their own evaluations of their work in portfolios (personal folders). The teacher also maintains an individual folder (the evaluative folder) for each student. In that folder the teacher includes his or her notes, comments, and check lists on the student's learning. Samples of the student's best work or revised work, selected by the student, are also included in the evaluative folder. In addition, the teacher may find it helpful to share some of his or her own check lists and other evaluations with the student in conference.

The student's learning folder or portfolio might include:

- self-evaluating activities related to his or her work;
- what he or she has learned and what he or she would like to learn;
- areas of greatest success and areas for remediation or improvement;
- self-selected samples of his or her work; and
- logs reflecting books he or she has read and reference sources he or she has used in looking for pertinent information.

The teacher's individual student folders might include:

- anecdotal records of the student's performance in a wide variety of situations and activities, kept on a day-to-day basis. The record should emphasize things that the student can do;
- check lists of concepts for units of work in the different content areas, marked with comments reflecting the student's progress;
- check lists for readings and writings related to the themes, with comments written about the student's skills;
- summaries of the student's performance for a unit; and
- samples of writing activities, particularly writing activities that demonstrate reading comprehension.

Taken all together, the portfolio and teacher's notes tell a story of what the student has learned and has done. Authentic assessment reflects authentic learning.

Sample Teacher's Assessment for Reading and Writing

Yes	**No**		**Notes**
☐	☐	Did the student enjoy reading the story, poem, or article?	
☐	☐	Did the student read well?	
☐	☐	Can the student discuss reasons for the characters' actions?	
☐	☐	Can the student identify sequence in the story?	
☐	☐	Did the student report well?	
☐	☐	Did the student read a variety of books?	
		What are the student's strengths?	
		What areas need improvement?	
☐	☐	Did the student enjoy writing?	
☐	☐	Did the student write well?	
☐	☐	Did the student report well?	
☐	☐	Did the student write in a variety of forms (letters, diary, etc.)?	
		What areas need improvement?	

Individual Student Profiles

Name: Wey Chin

Expected Outcomes	Objectives Achieved	Comments and Instructional Planning
To classify information from different sources	Was not able to classify some information from printed source, better using visual.	Assign transfer of visual information to print, and print back to visual, pair with student with strong skills, check if Wey enjoys drawing

Name: Bo Lan

Expected Outcomes	Objectives Achieved	Comments and Instructional Planning
To compare and contrast Jennifer's experiences with their own.	Very skilled at narrative writing, rich language in telling own story.	Pair with Wey Chin to help transfer print to visual; encourage her to try writing dramatic scenes and presenting them.

Individual Student Profiles (continued)

Name: Steven R.		
Expected Outcomes	**Objectives Achieved**	**Comments and Instructional Planning**
To locate Chinese Communities	Had trouble reading map	Assign more mapping activities, reteach map legends to class, have class draw maps of their own blocks or main street in neighborhood.

Sample Anecdotal Records

Activity: Factors and Events Affecting Immigration

Date: February 6, 1994

Name	**Comment**
Juan	outstanding at seeing relationship of events
Bo Lan	good work, but seems very shy about speaking in group
Nancy	tries to dominate group, needs practice listening
Chris	didn't understand relationships, needs help
Jacqué	excellent interaction skills
Luz	very good at explaining reasoning to group, use as peer tutor for similar activities

Sample Book Logs

My Name:____

Fiction Title	Date Read	Independently or Cooperatively (Write Names of Readers)

My Name:____

Non-Fiction Title	Date Read	Independently or Cooperatively (Write Names of Readers)

Sample Self-Evaluation

Reading Interest Log	**My Name:** ____________________
Fiction Book Titles	**Things I liked about it:**
• ____________________	• ____________________ ____________________ ____________________
• ____________________	• ____________________ ____________________ ____________________
• ____________________	• ____________________ ____________________ ____________________
• ____________________	• ____________________ ____________________ ____________________

Reading Interest Log	**My Name:** ____________________
Non-Fiction Book Titles	**Things I liked about it:**
• ____________________	• ____________________ ____________________ ____________________
• ____________________	• ____________________ ____________________ ____________________
• ____________________	• ____________________ ____________________ ____________________
• ____________________	• ____________________ ____________________ ____________________

Sample Student Self-Description

My Name: ________________________________

Reading

Topics I like to read. ________________________________

What kinds of stories do I like to read? ________________________________

My Name: ________________________________

Topics I like to write about. ________________________________

Types of writings I like best (story, poem, article). ________________________________

I would like to write about: ________________________________

Sample Student Self-Evaluation

My Name: ____________________

Things I learned. ____________________ ____________________ ____________________ ____________________ ____________________ ____________________	How I learned them. ____________________ ____________________ ____________________ ____________________ ____________________ ____________________
Words I learned. ____________________ ____________________ ____________________ ____________________ ____________________ ____________________	How I learned them. ____________________ ____________________ ____________________ ____________________ ____________________ ____________________

How I use what I learned.

____

____

____

____

____

____

What I want to learn.

____

____

____

____

____

____

Appendix B: Parent and Caregiver Involvement

As teachers, you need to inform parents and caregivers of what students are doing and learning and how their work is being evaluated. But instead of merely notifying parents of their children's progress, you can involve parents in their children's education, thus directly improving student achievement. Authentic assessment is ideal for involving parents as partners in their student's progress.

Authentic assessment is the evaluation of authentic learning, which is not the memorization of facts, but the development of understanding through doing. In authentic assessment, student learning is evaluated in many ways: by samples of their work included in portfolios; by your notes as teacher observing students' contributions in class discussion, oral reports, and other types of performance; and by students' self-evaluations.

Many parents may think of test scores and grades based on those scores as the only type of assessment used. You need to help them understand and give support to the process of assessment based on what children have learned to do.

You may want to write a letter explaining the assessment process. (Be sure to translate it into the home languages of the parents and caregivers.) Or you may want to write short notes and attach them to samples of students' work to be shown to parents as well as included in the students' portfolios. Such notes might explain why the particular work is being selected for the portfolio (and what the portfolio is). It is important that you encourage students to show their homework and school work to their parents and to share their self-evaluations with them.

Another means of communicating with parents and caregivers is the parent conference. Sharing the students' portfolios, self-evaluations, and your notes, as well as student test scores, is an important part of parent conferences. You should highlight what students have learned and can do, as well as identify the areas in which improvement is needed. You and the parents can explore together what types of activities and experiences will support student growth.

In the early grades, when parents bring their children to school and pick them up afterward, you have many opportunities for informal conferences about the children's work and performance. In the upper grades, reviewing portfolios and discussing how parents can support the students' progress is the basis of open-school conferences.

You need to convey to your students your eagerness to see parents so that you can share with them what the students have accomplished. Ask students to inform you if communication between you and the parents will be a problem so that you can make arrangements for a translator to be present. The school, the parent organization, and parents themselves are sources for recruiting translators.

When parents and caregivers understand the assessment process, they will better understand what their children need to do to progress toward their goals and they can encourage their children to set their own learning goals. They can also help provide the environment and experiences that help support their children's achievements.

Sample Letter to Parents and Caregivers

[Date]

Dear [Parent or Caregiver's Name]:

This year students in _________ will be graded on many types of work in addition to test scores. Samples of homework, class work, and special projects will be collected and placed in your child's individual folder (portfolio). In addition to this work, the portfolio will contain my notes on your child's participation in class, as well as your child's own evaluation of school progress.

Throughout the year I will be encouraging your child to bring home to you the work done for class. You will also have a chance to see samples of your child's work when you visit the school. We welcome your help in discussing with your child which samples of work to choose for the portfolio.

We feel that this process will give a truer picture of what your child has achieved and will aid us in working together to help fulfill your child's learning potential.

I am looking forward to meeting with you and beginning our partnership in progress.

Yours truly,

[Teacher's Name]

[Class]

Sample Additional Notes for the Letter

I think you will enjoy reading the scene Bo Lan wrote in class. The students greatly enjoyed the drama. She makes the characters very believable. She has real talent for writing and is helping other students with their writing.

Wey Chin is very good at getting information from pictures and film strips. He will be working on getting more information from print material.

Sample Letter to Parents and Caregivers

[Date]

Dear [Parent or Caregiver's Name]:

This year students in _________ will be graded on many types of work in addition to test scores. Samples of homework, class work, and special projects will be collected and placed in your child's individual folder (portfolio). In addition to this work, the portfolio will contain my notes on your child's participation in class, as well as your child's own evaluation of school progress.

Throughout the year I will be encouraging your child to bring home to you the work done for class. You will also have a chance to see samples of your child's work when you visit the school. We welcome your help in discussing with your child which samples of work to choose for the portfolio.

We feel that this process will give a truer picture of what your child has achieved and will aid us in working together to help fulfill your child's learning potential.

I am looking forward to meeting with you and beginning our partnership in progress.

Yours truly,

[Teacher's Name]

[Class]

Sample Additional Notes for the Letter

I think you will enjoy reading the scene Bo Lan wrote in class. The students greatly enjoyed the drama. She makes the characters very believable. She has real talent for writing and is helping other students with their writing.

Wey Chin is very good at getting information from pictures and film strips. He will be working on getting more information from print material.

Appendix C: Suggested Activities Arranged by Subject Area

This appendix is provided to identify the different subject areas that are incorporated into teaching the story of Jennifer's immigration to the United States. Although many of these activities appear in the Teaching Activities and on the Student Activity Sheets, there are some additional activities for you to use. You should read through the activities below to see how the different subject areas intersect with the story and to find additional or alternative activities for your students. The Teaching Activities to which these activities pertain are indicated at the end of each entry.

Communication Arts

- What do you think "Gold Mountain" refers to in the story? How do you think the United States got that name. If you don't know the answer, what can you do to find out? Share the information with your classmates. (Activity 1)
- Jennifer's tiny house seemed to get bigger just before her trip to America. Why? Find the answer in the story. Check to see if your friends have the same answer. (Activity 1)
- What stories did Jennifer hear about America? Take one of the stories and write your opinion about it. Read what you wrote to your classmates, teachers, parents, or friends. (Activity 1)
- Did you travel to this country from another country? If so, did you hear the same stories Jennifer heard or different ones? Compare your answers with other students' answers. Write or tell a story that you heard about America before you came here. You may also interview your family or friends about what they heard about America before they came. (Activity 1)
- Read Jennifer's grandma's advice to her before she boarded the train to Hong Kong. What was her advice? Why would Jennifer be given the responsibility of acting as a parent to her brother and sister? Discuss your feelings about the grandmother's advice with your own grandmother or with one of your parents. (Activity 2)
- Write a short essay giving your opinion of the grandmother's advice. Include why it is necessary, how it is helpful, how it may be difficult to follow, and how it can be used today. (Activity 2)
- Explain how you or your family prepared to come to America. (Activity 1)
- Jennifer's cousin wrote three little notes for her family's trip to America. What were the notes about? Write in English and/or Chinese notes that would help a new arrival. (Activity 3)
- Why did the children in the story not know the alphabet? How many letters are there in the English alphabet? How is the written Chinese language different. Explain some of the differences between written English and written Chinese. (Activity 5)
- Invite other students, parents, or community members to give a lesson in writing other, more complicated Chinese characters. (Activity 5)
- Jennifer was afraid to speak English at her school in the Bronx. Have you ever been afraid to speak? Why? Share your experiences with others. Write a suggestion for how the class can help students not feel shy about speaking English. (Activity 5)
- Choose a part of your story or Jennifer's story to write in the form of a scene. (Activity 4)

- Read "'We're Not New Here!' Says Playwright Frank Chin" and discuss the issues in a panel discussion or oral report. (Activity 8)
- Write an outline for a play about your family. Start with a few lines of dialogue for each character and stage a scene. (Activity 8)
- Write a story about your own life. Read it to your family. Then read it at school. Be ready to answer questions from your classmates. (Activity 8)
- What do you think the following sentence means? "Rewards are most appreciated if they are attained through hard work and determination." Write a composition about it. (Activity 6)
- Does Jennifer's story help you remember some of the people who helped you to get to where you are now? Who are they? How did they help you? What can you do to thank them? (Activity 6)
- As a class finish a play about their families by combining scenes from different students' stories. Make a play about any particular theme using colorful costumes and background music produced and written by students. (Activity 8)
- Read *The Hollywood Dream* by M. Kwan and discuss the realization of the main character's American dream. (Activity 8)
- Read *Chinese Laundry* by Sing-Yeung Ng and discuss the decline of Chinese laundry business in New York's Chinatown. (Activity 8)

Mathematics

- Reread the story and figure out the total time that Jennifer's family spent on the trip from their village to Guangzhou. Keep a record so that you will be able to figure out how long the whole trip will take. (Activity 2)
- Figure out how long it took for the family to travel from Enping to New York City. Do not include the time the family spent with relatives. (Activity 3)
- Jennifer and her family left for New York on December 16, 1980. The trip took them more than 20 hours. Why did they arrive in New York on the same date? Discuss with your classmates. (Activity 3)
- Solve the following problems:
  - — If you are leaving New York at 11:00 P.M. on July 20, what time will you be arriving in Hong Kong?
  - — If you take the 9:30 A.M. plane leaving Hong Kong on August 20, when will you be back in New York? (Activity 3)
- Make a table showing the time in at least three cities that are in different time zones. (Activity 1 or 3)
- Mainland China, Taiwan, and Hong Kong each have different kinds of money. Find out the following:
  - — How many Chinese yuans (used in mainland China) are equal to a United States dollar?
  - — How many Hong Kong dollars are equal to a United States dollar?
  - — How many New Taiwan dollars are equal to a United States dollar?

  The information may be found in the business section of the *New York Times* or at a bank that advertises foreign exchange. Put the information in a bar graph. Present some mathematical problems based on exchanging money from United States dollars to Chinese currency and vice versa. (Activity 4)

- If Jennifer's family flew from Hong Kong to New York today, how much would it cost them in Hong Kong dollars or Chinese Yuans? (Activity 4)
- Find out the distance from Hong Kong to New York City. Calculate the speed of the jet plane during Jennifer's trip. (Activity 3)
- With a partner or a group create problems based on length of time or distance in traveling from different parts of China to other parts of the world. Students should be able to explain how the problem is to be solved. (Activity 3)

Social Studies

- On the map of China, locate the Pearl River and Guangzhou City. (Activity 1)
- Find out more about the environmental and geographic factors of Guangzhou and how those factors have influenced the lives of the people of Guangzhou. (Activity 2)
- What affect does our community's environment have on the foods we eat? How we dress? Types of houses? Jobs? Travel? Discuss with your classmates. (Activity 2)
- Pretend you know someone who is going to Guangzhou. What would you ask the person to find out about Guangzhou? What things would you like the person to bring you from Guangzhou? (Activity 2)
- Invite parents and community members to talk about their experiences as new arrivals. With the class prepare a list of 10 to 15 questions to ask the guests. (Activity 5)
- Write a letter to the China National Tourist Office requesting information about Guangzhou or other places in China. Look up the address and telephone number in the Manhattan telephone directory. Add this information to the wall chart on Guangzhou when it is received. (Activity 2)
- Play a game in which students ask each other to name ways in which Guangzhou is like New York City and ways in which it is different. The student says either, "How is Guangzhou like New York City?" or "How is Guangzhou different from New York City?" The object of the game is to see how many ways can be named in each category. At the end discuss how difficult it is to adjust to these differences. (Activity 2)
- Jennifer went to school in Chinatown the first year she was in school in America. Where is Chinatown? Are there any other Chinatowns? To find out the answers to these question, visit the school library. If necessary, ask the librarian for help. (Activity 5)
- On a subway map of New York City (ask a family member or the token seller for one), find Chinatown. In what borough is it located? What trains go from there to the Bronx? Check your answers with your teacher or classmates. (Activity 5)
- Have you ever been to New York's Chinatown? Find out its history. Ask your classmates whether they have been there and how much they know about it. Share information with them. (Activity 5)
- Write or present a plan that would make arrival easier for new immigrants to the United States. (Activity 4 or 9)
- Explore and map a particular area of your own community or a different community, marking businesses and community organizations. Create a legend to explain the map. (Activity 5 or 7)
- Interview a new arrival, with an interpreter if necessary. Ask questions so that you can learn the differences between schools in the student's home country and in the United States. Then explain these differences to the class. (Activity 5)

- How important is it for people to be able to eat the food they are used to eating? Has Chinese food become "American food?" Explain why or why not Survey the class to find out what foods are the favorites of the students. Make a graph of the results. (Activity 3)
- Compare a Chinese traditional family with an American family. What are some of the differences and similarities in reference to the value they place on education, work, entertainment, religion, etc. (Activity 2 or 6)
- Research other Chinese communities in United States: Los Angeles, Boston, New York. (Activity 5)
- Research and report on the Guangzhou area of mainland China, Taiwan, and/or Hong Kong where most Chinese immigrants come from. Include geography, climate, population, language, and government of each place. One can get information on Taiwan from the Tourist Representative, Travel Section, Coordination Council for North American Affairs. For information on Hong Kong contact the Hong Kong Tourist Association. Use the Manhattan telephone directory for addresses and telephone numbers. If you are interested in researching more than one area, include a chart that shows the differences between each place you have researched. (Activity 2 or 5)

Social Studies Research Projects on Immigration

- Read *West Coast Chinese Boy* by Sing Lim or other literature that describes the experience of early pioneers and report to the class. (Activity 8)
- Find on a globe the ocean route from Canton (Guangzhou) to San Francisco and how many miles it is. (Activity 3, 8 or 9)
- Cantonese (people from the Guangzhou area) are a sea-faring, adventurous people. Many left the Middle Kingdom-China to find other lands. They went to Australia, Africa and Latin America. Trace their routes. (Activity 8 or 9)
- In the 1850's the Kwuangtung province was hit by hard times. To escape starvation Chinese peasants and laborers, hearing about the riches in California, went to "Gum San," (Gold Mountain). Show their route to California. Draw another map showing places where gold was first discovered in California Which are the gold districts? (Activity 8)
- Select specific aspects of the immigrant experience and compare those aspects of the Chinese-American experience with those of other Asian-Americans or other immigrant groups in the United States. (Activity 8)
- Draw a population line graph for the United States from about 1800 to the present, plotting a separate line in a different color for Chinese. Observe significant variances over time (for example, 1840 to 1890). Give a report on how dips and rises in the population curve are affected by immigration and exclusion laws. Students can then add other lines for other immigrant groups. (Activity 8)
- Read and report on the building of the transcontinental railroad or other contributions early Asian immigrants made. (Activity 8)
- Write a letter to a family member from the perspective of a new immigrant during the late 19th or early 20th century. Describe specific experiences you had and observations you made about what America had to offer. (Activity 8)

Career Education

- Jennifer's parents constantly reminded their children how important it is to have a good education. What are some of the benefits you can get from a good education? (Activity 6)

- What do you want to major in if you have a chance to go to college? Select three possible careers and find out what the educational requirements are for each. (Activity 6)

Science

- Explain in your own words the following features of the natural environment: temperature, rainfall, desert, ocean, rich soil, rivers, plants, etc. (Activity 2)
- Our climate in New York is cold in the winter and warm in the summer. What is the climate like in Guangzhou? If you come from another country, what is the climate like in your country? (Activity 2)
- Climate influences the growth of crops. What are some of the crops planted in South China? If you are from another country, tell your classmates what special kinds of crops are planted in your country that we don't see here in the United States. (Activity 2)
- Why do the customs officers not let fruits and plants into the country? Discuss with your classmates. (Activity 3)

Art

- After reading the story, draw a picture of Jennifer's residence in Enping and one of her residence in New York, based on the story and your imagination. (Activity 5 or 6)
- Illustrate your story or Jennifer's story up to the point of her arrival in New York City. (Activity 3)
- Select one person that you would like to thank for helping you and revise what you have written. Add illustrations and submit the finished product for inclusion in a class book. (Activity 6)
- Show the experiences of a Chinese pioneer as portrayed in films, literature, poetry and paintings, by making a scrapbook or photograph journal. (Activity 8)

Physical and Health Education

- Play a Chinese game such as Hawk and Chickens. (Activity 10)
- Research the traditional Chinese diet and report on how it meets the United States government recommendations for a healthy diet. (Activity 3 or 10)

Appendix D: A Field Trip Activity

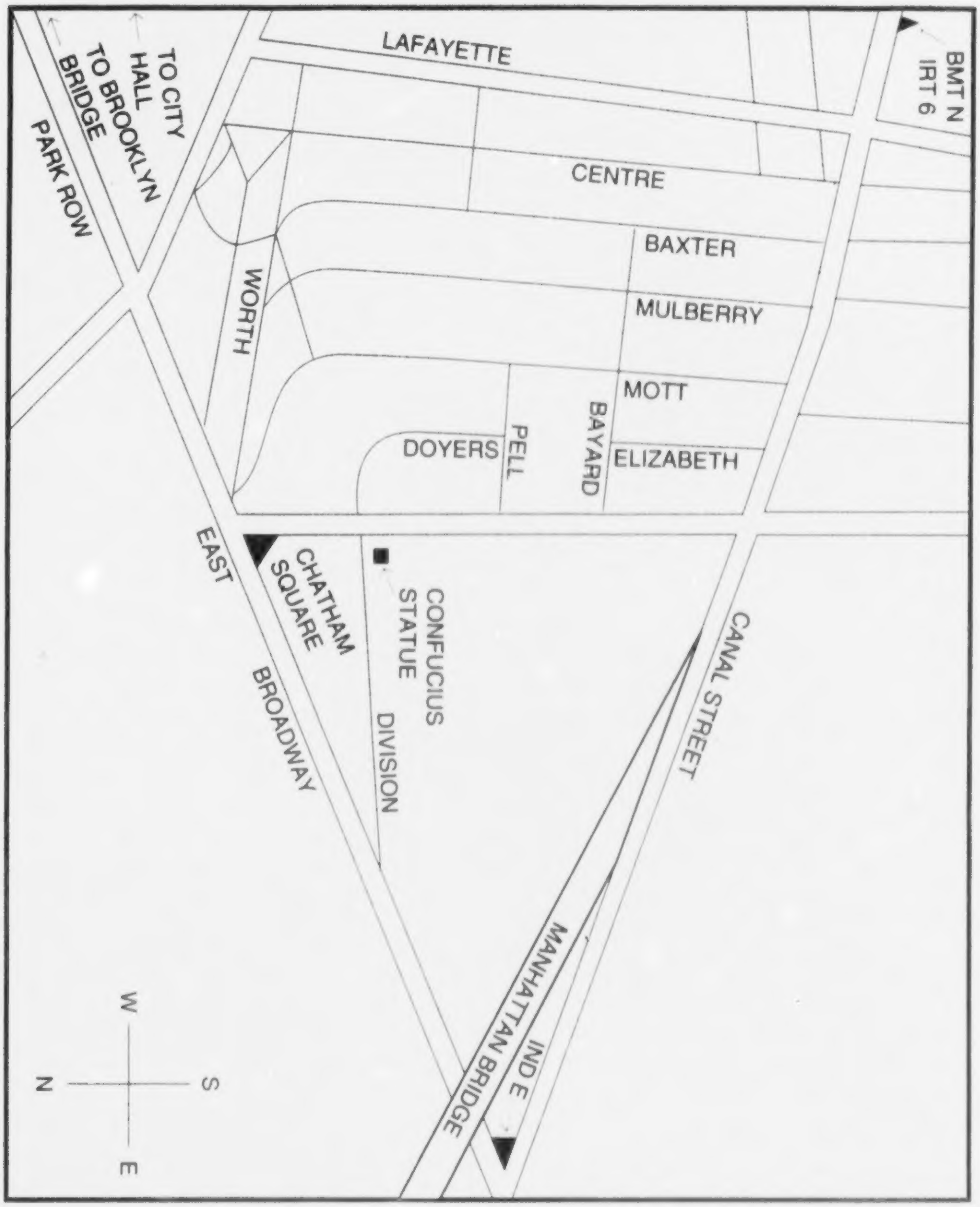
Suggested Activities

- Take students on a tour of Chinatown or other ethnic community.
- Have students summarize their learning within the context of the following questions:
  - — How are specific traditional Chinese customs still enacted? How have certain customs changed?
  - — What changes in the culture do you think are the result of interaction with American culture?
  - — How have recent immigrants and refugees from Hong Kong, Taiwan, China, and Southeast Asia influenced Chinese culture? What are the contemporary features of Chinese culture?
  - — How does this mix of traditional and contemporary Chinese customs and values affect the lives of students and their families?
- Visit a temple. In New York City students can visit the Chinese Buddhist Temple of Chinatown or in Westchester the Zhuan-Yuang Si.
- Have students draw pictures and write descriptions of the temple, and compare and contrast the Chinese temple with other houses of worship.

Follow-up Activities

Students can:

- Read a Chinatown map and look for various community landmarks in Chinatown. Students can then draw up their own map of Chinatown.
- Find out the percentage of class members who have visited a Chinatown.
- Write essays or make photograph journals about their trips to Chinatown.
- Draw a picture illustrating different parts of Chinatown. Students can include temples and street scenes.
- Write newspaper articles about certain aspects of their experience (for example, history, employment, current community structure). Publish their own newspaper, being sure to include advertisements, announcements of upcoming events in Chinatown, etc.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MULBERRY
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MOTT
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DOYERS
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ELIZABETH
EAST BROADWAY
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CONFUCIUS STATUE
DIVISION
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Sample Interview Sheet for a Community Member

Your name: ____________________

Name of person interviewed: ____________________

1. Were you born in the United States? ____________________
   When did you immigrate to this country? ____________________
2. What do you do for a living? ____________________
   How many hours do you work a week? ____________________
   What do you like and dislike about your job? ____________________
   ____
   ____
3. Where do you live? ____________________
   How do you like living here? ____________________
   ____
   ____
4. Do you know how old this community is? Explain. ____________________
   ____
   ____
5. How has this community changed in the past 10 years? in the past 20 years?
   ____
   ____
   ____
6. What things are you proud of in this community? ____________________
   ____
   ____
   ____
7. How do you think the culture of the native country has been affected by United States culture? ____________________
   ____
   ____
   ____
8. If you could change one thing about your community, what would that be?
   ____
   ____
   ____

Student Field Trip Activity

Community Survey

Directions: Use the list below to survey a street in an ethnic community. In the spaces provided, write in specific descriptions or features not listed below. As an additional activity, draw a map of a few blocks on the back of this page and locate some of the features listed below on the map.

Your name:____

Name of Community or Street __________________________________

	YES How many?	NO
Restaurant (enter types below)		
Grocery store		
Book Store		
Garment factory		
Newspaper stand		
Native language street sign		
Church or temple		
School		
Playground or park		
Community mural		
Apartment building		
Bank		
Post office		
Fire station		
Athletic club		
Music or arts center		
Health clinic		
elderly center		
Service agency		
Family association		
Native language school		
Other landmarks		

Student Field Trip Activity (continued)

If any of these landmarks are not on the streets you mapped, they may be on other streets. Ask a community member about other features you may have overlooked.

Your personal observations:____

Selected Student References

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Kwan, M. "*The Hollywood Dream*," Remembrances of China Cinema. Hong Kong. Translated by Vivan Wai-Fun Lee. 1976.

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Selected Teacher References

Sun, Betty Lee. *Chinese Immigrant Children in New York City: The Experience of Adjustment.* New York: Center for Migration Studies, 1987.

The Chinese-Speaking Students: A Composite Profile, New York Bilingual Education Multifunctional Support Center, 1985. Joseph Yam Woo

Handbook on the Assessment of East Asian Students: 1988 New York: Hunter College.

Assessment Form

PLEASE COMPLETE THIS FORM AND SEND IT TO US WITH YOUR COMMENTS.

1. TEACHER:

_______ grade(s)
_______ bilingual education
_______ ESL
_______ subject area
_______ special education
_______ other (specify)

ASSISTANT PRINCIPAL:

_______ grade(s)
_______ subject (s)

PRINCIPAL:

_______ elementary
_______ high school
_______ IS/JHS

CSD/H.S. SUPERINTENDENCY/CITYWIDE PROGRAM:

_______ superintendent
_______ coordinator/staff developer
    _______ (specify area)

_______ director
    _______ (specify area)
_______ other (specify)
_______ deputy superintendent

PARENT/GUARDIAN:
_______ children's grade(s)

2. What is your overall impression of this guide?

( ) Excellent ( ) Good ( ) Satisfactory ( ) Weak

3. Are there any content inaccuracies? Please cite with references.

4. Is the language of the guide clear? ( ) Yes ( ) No
If no, cite examples with page references.

5. What specific additions/deletions do you recommend?

Please return this form to:

Noemí Carrera Herendeen, Director
Office of Bilingual Curriculum and
Instructional Services
Division of Bilingual Education
131 Livingston Street - Room 514
Brooklyn, NY 11201
Telephone: (718) 935-3915
Fax No. (718) 935-5115